DOCUMENT RESUME

ED 130 539 FL 008 175

AUTHOR Viera, Silvia M.; And Others
TITLE A Framework for the Training of Bilingual/ESL Teachers in the Schools of Holyoke, Massachusetts.
INSTITUTION Massachusetts Univ., Amherst. School of Education.
SPONS AGENCY Office of Education (DHEW), Washington, D.C.
PUB DATE Sep 75
NOTE 253p.; Not available in hard copy due to marginal legibility of original document; Tabulated data may be difficult to read
AVAILABLE FROM Silvia M. Viera, Director of Bilingual Education, School of Education, University of Massachusetts, Amherst, Massachusetts 01002

EDRS PRICE MF-$0.83 Plus Postage. HC Not Available from EDRS.
DESCRIPTORS *Bilingual Education; Bilingual Students; *Bilingual Teachers; Cultural Differences; Educational Needs; Educational Planning; Effective Teaching; *English (Second Language); Language Instruction; *Needs Assessment; Program Improvement; Second Language Learning; Spanish Speaking; *Teacher Attitudes; Teacher Background; Teacher Characteristics; *Teacher Education; Teacher Improvement; Teacher Qualifications
IDENTIFIERS Massachusetts (Holyoke)

ABSTRACT

The Bilingual/Bicultural Education Professions Program conducted a needs assessment designed to find out the situation teachers in the Holyoke Public Schools face in their classrooms and what needs they have, in order to improve preservice teacher education. The tools used to determine teacher needs were a demographic questionnaire, an explicit statement of need, a teacher descriptive statement, and an interview. The report delineates the general characteristics of the Holyoke teacher population and elaborates upon the teachers' attitudes and interests by drawing out three major profiles in order that individual differences among teachers might be taken into account for training purposes. Attention is called to the discrepancy between what teachers have come to expect in their classrooms and what they find when they actually begin teaching in classrooms where there are differing languages and cultures. The Project points out five major clusters where teachers note their greatest frustration and elaborates upon each in order to direct training programs to the places where teachers' preparation is most noticeably lacking. The five clusters are: (1) school and classroom, not related to cultural background; (2) school and classroom, interference from cultural background; (3) class attitudes and differences; (4) cultural values, including language; and (5) no differentiation between class and culture. In addition, the Report includes numerous statistical tables which indicate the priorities teachers assign to their needs, thereby pointing out feasible priorities for teacher education programs. (Author/CFM)

Documents acquired by ERIC include many informal unpublished materials not available from other sources. ERIC makes every effort to obtain the best copy available. Nevertheless, items of marginal reproducibility are often encountered and this affects the quality of the microfiche and hardcopy reproductions ERIC makes available via the ERIC Document Reproduction Service (EDRS). EDRS is not responsible for the quality of the original document. Reproductions supplied by EDRS are the best that can be made from the original.

ED130539

A Framework for the Training of Bilingual/ESL Teachers in the Schools of Holyoke, Massachusetts

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY.

FL008175

Bilingual/Bicultural Education Professions Program
The School of Education, The University of Massachusetts
Amherst, Massachusetts

A Framework for the Training of Bilingual/ESL Teachers in the Schools of Holyoke, Massachusetts

The framework which follows was delivered to the Holyoke Public School System as the final report of a Needs Assessment conducted by the Bilingual/Bicultural Education Professions Program of the School of Education of the University of Massachusetts in Amherst. The Needs Assessment Project was made possible by a grant to Holyoke-U.Mass. from the U. S. Office of Education (Title VII).

University Staff

Dr. Silvia Viera, *Professor of Education and Director of the Bilingual/Bicultural Education Professions Program and Principal Investigator.*

Dr. Leslie C. Squires, *Research Associate and Co-Director*

Ms. Gloria Figueroa de Guevara, *Research Assistant*

Consultants

Dr. Rafael L. Ramirez, *Chairperson, Department of Sociology and Anthropology, The University of Puerto Rico, Rio Piedras, Puerto Rico*

Dr. Eduardo Rivera, *Professor, Department of Psychology, University of Puerto Rico, Rio Piedras, Puerto Rico*

Ms. Enilda Lozada, *Teacher, New York City Schools*

September 30, 1975

TABLE OF CONTENTS

	Page
INTRODUCTION	1
THE STUDY	3
Data Collection	7
Data Analysis	13
REPORT OF FINDINGS	17
Description of the Teacher Population	18
Demographic Analysis	18
Three Teacher Profiles	35
Description of Teacher Needs	44
School and Classroom: Not Related to Cultural Background	48
School and Classroom: Interference from Cultural Background	74
Class Attitudes and Differences	100
Cultural Values: Including Language	134
No Differentiation Between Class and Culture	199
PERSPECTIVE AND CONCLUSION	224
APPENDIX A: Instrument #1	227
APPENDIX B: Instrument #2	233
APPENDIX C: Instrument #3 (a sample)	239
APPENDIX D: Teacher Statement of Need (rank ordered)	241
APPENDIX E: Survey of Opinions on Ten Concerns in Bilingual Education	247

INTRODUCTION

The American School System is a vast institution, employing millions of children, teachers, parents, and administrators. As an institution, the system is rooted in people's sharing expectations about how the enterprise is going to be run. Parents, teachers, and the wider community have come to expect certain kinds of things to happen in this enterprise. It has its own sense of rhythm, order, and sequence. The system apprentices and trains teachers and administrators to actualize these rhythms, orders, and sequences. "Schooling" has come to signify some highly stylized forms of behavior, with divisions and subdivisions among the participants -- "teachers," "students," "principals," "custodians," "teacher aides." It is indeed a system.

The contract between the Holyoke Public Schools and the University of Massachusetts has been premised on the possiblity that the training which teachers have received to work in the school system might not fit the specific kinds of preparation teachers need to teach in Holyoke, where a significant number of the student population is Puerto Rican. Therefore, the contract's primary objective has been to conduct a needs assessment, designed to find out what Holyoke teachers face in their classrooms and what needs they have. This report encompasses four objectives:

1) to document as concretely as possible what teachers have been trained to expect in their work as teachers and what they find when they actually start teaching

2) to document the frustrations generated by the teacher's discovery that their pre-service preparation does not match their in-service needs

3) to explain as clearly and logically as possible the specific needs generated by the mismatch between pre-service and in-service

4) to suggest a framework for pre-service teacher education which is responsive to the population of teachers from which Holyoke selects its teaching staff.

THE STUDY

THE STUDY

Focus on the Teacher

Teachers have developed certain ideas about what their work should be like. Apprenticeship for teaching in the American school system begins in the early years and continues on through the experiences in elementary school, secondary school and college. Having declared an interest in becoming a teacher, the individual is then put through university coursework and student teaching. Teacher preparatory programs are premised on the assumption that there are certain regularities that can be learned in one situation and transposed to subsequent teaching. This system of apprenticeship and training develops whole sets of expectations about what will happen in the classroom --- ideas about achievement, discipline, grouping, cooperation, instruction, what it takes to get children to work hard and how to manage the classroom. Whether or not these expectations fit any classroom is surely debatable (especially since teachers often decry their university preparation and student teaching as irrelevant), but even more so in the city of Holyoke, the problems are enhanced by the introduction of a significant number of Puerto Rican children. What do teachers do when the apprenticeship they have received from the first grade through professional curriculum and student teaching courses is found to be inadequate for addressing the needs of a population of students which is culturally and linguistically different from what they have experienced?

Part of the professional training of any teacher consists of building up the competence to know why things work, and being able to give reasons when they do not. The teaching profession has developed therefore, whole systems of curricular and learning theories. Educators use such terms as "learning," "motivation," "behavioral disorders," "learning disabilities," and "achievement rates." While these terms may indeed help educators to think through the educational process, they are detrimental to the objectives of this Project. The terms maintain a focus on the students and thereby remove the focus from the teachers and teacher skills. "Why are teachers not doing a better job? It is because the students are not highly motivated? Is it because they are not good learners?" and so on. The effect of this focus on the student is to predicate the teacher's ability to do a better job on something that somebody else must do first. Like the large organization where the caller is referred first to one department and then to a second, and then to a third, never reaching the answer for which he called, teachers explain their problems in terms of the students, or the administration, or the parents, who in turn explain their problems in terms of the teachers. It is a vicious circle.

Much of "bilingual education" depends on the teacher's ability to respond to situations which are not found in "regular" classrooms, on the teacher's sensitivity to what is "cross-cultural," on the teacher's ability to diagnose, evaluate, and respond positively with appropriate materials, on the teacher's ability to prepare and assist

the children, and on the teacher's knowledge of how to deal with parents and the community. Therefore, this report attempts to break the circle by focusing throughout on one of the possibilities for introducing change into the Holyoke school system -- the teacher. It substitutes another logic for the circular logic described above: "Why are teachers not doing a better job? Is it because their training does not match the demands that the Holyoke classrooms place upon them?"

The report refrains from rationalizing all the teacher's problems in terms of parents, school personnel, the children, "the situation," the availability of materials, or any other typical sources. Instead, the report examines what teachers have come to believe through their own apprenticeship/training, and predicates the teachers' doing better jobs on a better match between what they train for and what they actually face in the classroom. The report focuses directly on what has gone unmet in previous modes of preparation and suggests a framework for overcoming the effects of previous training and for developing new attitudes and skills.

Data Collection

After the signing of the contract on April 21, 1975, four different instruments were used between May 19th and August 7th to collect data on the attitudes and needs of Holyoke teachers who taught during the 1974-75 school year. The purpose of this section is to outline the variety of tools used for determining teacher needs and the mode of analysis used with each instrument.

1. Demographic Questionnaire (Instrument #1)

The first objective of the data collection was to determine a sampling of Holyoke teachers who regularly came into contact with the Spanish-speaking children. The Project was designed to approach all teachers who have regular contact with the Spanish-speaking population, regardless of school designations of "bilingual" and "ESL." The questionnaire was distributed, therefore, to all teachers in Holyoke in an effort to determine how extensive the situation is, whether or not Spanish-speaking children are clustered in particular schools, and to establish the parameters for comparisons within and among groups of teachers. The following variables were included:

Sex

Teaching experience

Professional background

Ethnic origin

Place of training

School assignment - 1974-75

Grade assignment - 1974-75

Subject assignment - 1974-75

Area(s) of certification

Frequency of contact with Spanish-speaking children

Language dominance (self-determined)

Formal language study

Conversational ability

Experience(s) with languages other than English

Survey of opinions on ten concerns in Bilingual Education

(See Appendix A)

The questionnaire was taken before the regular meeting of the School Committee on May 19th. Within two days 550 copies of the questionnaire were distributed to school principals through the central offices. The administration directed the principals to distribute the questionnaires to their respective teachers, and to instruct them that a response to the questionnaire was optional. The questionnaires were collected after the teachers returned them to their respective school offices.

2. Explicit Statements of Need (Instrument #2)

Twenty-five Bilingual and ESL teachers attended a specially called meeting on May 15th. The objectives of the meeting were to explain the scope of the study, to collect data for further construction of instruments, and to find ways to encourage teachers to participate during the final weeks of the school year.

In order to collect data for further construction of instruments, teachers were asked directly what their needs were. They were asked to

consider the particular conditions they faced during the current school year, and to complete the statement, "At this moment, and in order to do a better job in my classroom, I would need to . . ." They were instructed to write in any style they chose (paragraphs, statements, phrases, etc.). Two hundred (200) statements were collected and transcribed. Single needs statements were extracted, by eliminating redundancy, and a needs survey instrument was developed which included 48 statements (See Appendix B). This instrument was later presented to the Project sample (N=68) with the following instructions:

> Here is a list of needs, handed in at the May 15th meeting of the BIL/ESL teachers. Depending on the teacher, they are of relative importance.
>
> Please weigh each item, using the scale provided.
>
> Of the ones which you check 'most important,' rank them in the second column in order of priority. Rank only the top ten items that you consider essential to improving your capability for teaching Spanish-speaking children.
>
> If you want to add to this list, place additional needs on the blank pages at the end.

3. Teacher Descriptive Statements (Instrument #3)

Teachers often talk informally about needs they have in the classroom, but seldom have the opportunity to talk formally with other teachers. In order to sample and document the kinds of "teacher talk" by which Holyoke teachers explain what it is like to teach children with differing languages and cultures, the teachers were asked to write answers to the question, "What is it that you commonly face in the classroom?" This question was designed to collect and document samples of teacher's skills, knowledge, and perceptions -- whatever they happened

to be at that point -- so that the statements could be studied in more detail. They were asked to identify some event, some interaction, some regular occurence that they consider peculiar to their situation in teaching the Spanish-speaking children. (The Project originally intended to collect data using Interaction Analysis and video taping techniques, but due to time constraints and a lack of equipment, the collection strategies had to be changed to their present form.) The teachers were asked to write their responses on 3 x 5 cards, which were collected between May 27th and June 17th from Morgan, Lawrence, West* (elementary schools), Lynch, Peck (junior high schools), and the Holyoke High School. Forty-two teachers turned in 242 statements, with no single teacher turning in more than ten responses.

The responses were collected school by school, typed verbatim, placed into the format of Instrument # 3 (see Appendix C), and pilot tested. The pilot testing consisted of redistributing 15 to 20 statements made by teachers in a particular school to all the participating teachers in that school, without exchanging statements from one location to another.

Having completed the pilot testing, Instrument # 3 was compiled from <u>all</u> the responses made by teachers regardless of school. Redundancy was not eliminated, in order to preserve as closely as possible "the picture" which Holyoke teachers presented. All participants were instructed both orally and in writing to respond according to the following directions:

> Each item listed below represents what one teacher in your school faces in his/her classroom.
>
> How <u>frequently</u> do you face that situation?
>
> Assess your present <u>capability</u> for dealing with it.
>
> Check appropriate column at right.

---

*both locations

4. Interviews

Twenty interviews were conducted between July 30 and August 7. The purpose of the interviews was to gather more extensive information from individual teachers, so that profiles of the teacher population could be more accurately developed. The teachers were selected for interviews, based on the analysis of Instrument #1 on the following criteria:

- Language dominance
- Ethnic identification
- Previous experience with Spanish-speaking people
- Present contact with Spanish-speaking children in the classroom
- and, since the interviews were conducted during the summer vacation, availability

The interview schedule was designed to find out if teachers could be grouped according to their needs.

The interviews were conducted in English and in Spanish, providing a sample of each teacher's conversational ability in Spanish and English. The interview schedule provided the following data:

- How they came to be teachers in Holyoke
- If they specifically trained to be teachers
- Where they did their student teaching
- If they found their student teaching to be helpful preparation for teaching in Holyoke

What led up to their being teachers of Spanish-speaking children

Whether or not Holyoke provided special training when they started teaching

What other kinds of experiences, besides teaching, they have had with Spanish-speaking people

What it means to them to be bilingual

What it means to them to be bicultural

What techniques they have developed for dealing with the teaching of Spanish-speaking children

What in their situations called for deveoping those techniques

Where they got resources for teaching

If they think that Spanish-speaking children should have "special consideration," and why

If they were to leave their situation, what would they prefer to do

Data Analysis

1. Computer Statistical Analysis

Data collected throughout the Project was recorded directly on Instrument #1 (Appendix A), Instrument #2 (Appendix B), and Instrument #3 (Appendix C). Responses were transferred to optical scanning sheets (D52970A), punched into IBM cards at the University of Massachusetts Computer Center, and stored in Batch System Disks. Data was then analyzed statistically using programs from the Statistical Packages for the Social Sciences (SPSS). All data is available in the form of percentage tables, frequency counts, histograms, and crosstabulation tables.

Frequency counts (Integer Mode). Frequency counts were performed on all three instruments for the following reasons: 1) to ensure the data had been coded, punched, and input according to specification, 2) to ensure that each variable under consideration (there were 684 variables in the study) was worthy of further analysis, 3) to check the validity of the data, and 4) to get a precise description of the distributional characteristics of the variables.

Crosstabulations. Each item from Instrument #3 was submitted to crosstabulations of the X (frequency) dimensions and the Y (capability) dimensions. This analysis was performed in order to produce contingency tables that could allow for joint analyses of the two dimensions. The specific purpose for crossing the frequency and capability dimensions was to establish statistical relationships between the two dimensions. The first analysis asked for all dimensions --

frequently, occasionally, never, do not understand, presently capable, probably capable, would like help, need help -- to be crossed. Using the preliminary results, a second analysis was worked out using only the dimensions that were considered crucial to the determination of teacher's needs -- frequently, occasionally, need help, and would like help. The final results of these contingency tables have been included in the body of the report under the rubric, "What teachers report."

Rank ordering. In order to determine the statistical prominence of all variables in Instruments #2 and #3, and thereby to provide a clear picture of what teachers are facing in the classroom and how they express their needs, each of the items from both instruments was rank ordered. A Fortran ZORT program was used for ranking purposes.

The rank ordering for Instrument #2 was completed using the means as criterion: the higher the mean score, the higher the need. Appendix D contains the final display of the ranking for Instrument #2.

Having completed the crosstabulations of the 242 statements found in Instrument #3, each item was then assigned a rank number, using as the main criterion the level of need indicated by the percentage of teacher responses. The larger the percentage of teachers responding that they needed help, the higher the need. When two items recorded the same level of need, frequency was used to break the tie: the higher rank was assigned to that item having a higher frequency. Each of the 242 items was assigned two ranks: one for the section of the report in which it appears and the other for its overall placement in relation to all 242 items.

2. Profile Analysis

The 20 taped interviews were transcribed and double checked for accuracy. The interviews were conducted originally to see if teachers differentiate themselves along criteria such as language dominance, training, and experience with Spanish-speaking people. The interviews were analyzed for their demographic information and for their content. The contents of individual answers were summarized for each interviewee, and then compared with the answers given by the other teachers. Profiles were drawn for the dominant groups. In cases where one teacher articulated well the general statements of others, that teacher's comment was lifted out and quoted.

The three profiles included in the report make a modest claim. Due to the small number of interviews, they claim to be approximations of three "types" of teachers presently employed in Holyoke.

The content analysis was conducted by 1) noting the topics covered in the teacher's answers, and 2) weighing each topic according to the length of time or space it occupied in the transcript.

3. Consultant Analysis

Each of the 242 statements (Instrument #3) was sent to three consultants, two from the University of Puerto Rico, Dr. Rafael Ramirez, Chairperson of the Department of Sociology and Anthropology, and Dr. Eduardo Rivera, Professor in the Department of Psychology. The third consultant, Ms. Enilda Lozada, is a teacher in the New York City public schools. The consultants were asked to cluster the 242 responses and to provide an analysis of teacher needs according to psychological and anthropological criteria. The consultants were given the following

directions for their analysis:

> We have delivered to you samples of prevailing "knowledge" in Holyoke, samples of the perceptions of Puerto Rican children, samples of the attitudes with which teachers go about the daily business of teaching. We want you to analyze these statements and tell us as clearly as possible what is the state-of-the-art in Holyoke. Choose a framework (sociological, psychological, etc.), and tell us what you see in these statements.
>
> What are the skills/attitudes/knowledge of the teachers who are presently teaching in Holyoke, as evidenced by statements they make about their work with the Spanish-speaking children? Where are they accurate or prejudicial?

4. Norm Analysis

The initial analyses of the 242 statements pointed out the necessity to apply an additional technique. Besides describing their work situation, it became clear that teachers indirectly reported their ideas about what the classroom -- and parents and administration -- should be. Upon closer examination, it was found that a large number of the statements presented very clear pictures about how the "normal" classroom should proceed. It was this discovery that made it clear that the discrepency between what teachers think the classroom should be and what it is could serve as one major focus of the Needs Assessment. Each of the 242 statements was analyzed, therefore, in an effort to draw out and clearly portray what the sample teachers expect to find when they begin their work.

REPORT OF FINDINGS

Description of the Teacher Population

1. Demographic Analysis

One hundred and forty one (141) questionnaires (Instrument #1) were returned by the teachers via the district officials and were analyzed to determine the sample for the Project. All the teachers that answered "yes" to the question "Do you presently have in your classroom students whose first language is other than English?" were considered for further participation in the Project.

What follows is a statistical description of sixty-eight (68) teachers who answered that they had Spanish-speaking children in the classroom and that they were willing to participate in the further administration of instruments. The description includes demographic characteristics of the teachers including information about their professional backgrounds, where and what they taught in 1974-75, their experience as teachers and other experiences they had had with Spanish-speaking communities.

The information has been sequenced to facilitate its reading. Tables and histograms have been included to better illustrate the findings.

SEX: Women constituted the majority of the sample.

Female	77.9%
Male	22.1%

SCHOOL: Most of the teachers in the sample come either from Lawrence, West, Morgan, or Lynch --- three elementary schools and one junior high.

Lawrence	30.9%
West	25.0%
Morgan	17.5%
Lynch	16.2%
Peck	5.9%
High	1.5%
Sullivan	1.5%
Unidentified	1.5%

GRADE: Elementary school teachers constituted two-thirds (2/3) of the sample.

Kindergarten	10.3%
First	14.7%
Second	5.9%
Third	7.4%
Fourth	8.8%
Fifth	10.3%
Sixth	8.8%
Seventh	17.6%
Eighth	1.5%
Ninth	4.4%
No Grade	2.9%
Special Group	2.9%
Blank	4.4%

SUBJECT TAUGHT: Almost half (1/2) of the teachers taught subjects in the elementary level.

All in Elementary	48.5%
English	11.8%
Mathematics	7.4%
Reading	7.4%
Social Studies	4.4%
Supporting Services	4.4%
Art	2.9%
Home Economics	2.9%
Music	1.5%
Science	1.5%
Blank	7.4%

PREPARATION: Two-thirds (2/3) of the sample had bachelor degrees. Almost twenty eight percent (28%) had master's degree.

B.A.	48.5%
B.S.	17.6%
M.A.	25.0%
M.S.	2.9%
Blank	5.9%

AREA OF SPECIALIZATION IN COLLEGE: Over one-third (1/3) of the teachers specialized in elementary education.

Elementary education	35.3%
Spanish	10.3%
Urban Education	7.4%
History	5.9%
English as a Second Language	5.9%

AREA OF SPECIALIZATION CONT'D.:

Secondary Education	5.9%
Sociology	4.4%
Psychology	2.9%
Science	2.9%
Mathematics	2.9%
Home Economics	2.9%
Bilingual Education	2.9%
Music	1.5%
Special Education	1.5%
Reading	1.5%
Guidance	1.5%
Social Work	1.5%
Blank	2.9%

COLLEGE: Westfield College had graduated the majority of the teachers in the sample.

Westfield	26.5%
University of Massachusetts	20.6%
Other	51.5%
Blank	1.5%

STATE CERTIFICATION: The great majority of the sample have Massachusetts teaching certificates.

Yes	86.8%
No	5.9%
Blank	7.4%

AREA OF CERTIFICATION: Over one-half (1/2) of the sample is certified as elementary school teachers in Massachusetts.

Elementary	55.9%
Secondary-English	8.8%
Secondary-History	2.9%
Secondary-Geography	2.9%
Secondary-Social Studies	7.4%
Secondary-Mathematics	2.9%
Secondary-Chemistry	---
Secondary-Physics	---
Secondary-Biology	---
Secondary-General Science	2.9%
Secondary-Earth Science	---
Secondary-French	2.9%
Secondary-German	2.9%
Secondary-Spanish	13.2%
Secondary-Italian	1.5%
Secondary-Russian	---
Secondary-Polish	---
Secondary-Portuguese	---
Secondary-Other Modern Language	---
Secondary-Latin	1.5%
Secondary-Greek	---
Special Subject Teacher/ Health & Physical Education	---

AREA OF CERTIFICATION CONT'D.:

Special Subject Teacher/ Health	---
Special Subject Teacher/ Business Subjects	---
Special Subject Teacher/ Home Economics	1.5%
Special Subject Teacher/ Industrial Arts	---
Special Subject Teacher/ Reading	1.5%
Special Subject Teacher/ Art	1.5%
Special Subject Teacher/ Music	1.5%
Special Subject Teacher/ Speech	---
Special Subject Teacher/ Driver Education	---
Audio Visual Media Specialist	---
Teacher-Special Class	---
Teacher-Speech & Hearing Handicapped	---
Teacher of the Deaf	1.5%

TEACHING EXPERIENCE: Almost three-fourths (3/4) of the sample has five or less years of experience as teachers. The majority has from one to three. The average is two years.

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)	CUM FREQ (PCT)
1 TO 3YEARS	1.	30	44.1	44.8	44.8
4 TO 5YEARS	2.	19	27.9	28.4	73.1
6 TO 9YEARS	3.	10	14.7	14.9	88.1
10 TO 15YEARS	4.	5	7.4	7.5	95.5
16TO20YEARS	5.	2	2.9	3.0	98.5
OVER20YEARS	6.	1	1.5	1.5	100.0
	BLANK	1	1.5	MISSING	100.0
	TOTAL	68	100.0	100.0	

```
CODE
      I
  1.  ********************************** (    30)
      I  1 TO 3YEARS
      I
  2.  ******************** (    19)
      I  4 TO 5YEARS
      I
  3.  *********** (    10)
      I  6 TO 9YEARS
      I
  4.  ****** (     5)
      I  10 TO 15YEARS
      I
  5.  *** (     2)
      I  16TO20YEARS
      I
  6.  ** (     1)
      I  OVER20YEARS
      I
BLANK ** (     1)
(MISSING) I
      I
      I.........I.........I.........I.........I.........I
      0        10        20        30        40        50
      FREQUENCY
```

MEAN 2.000 STD DEV 1.193

VALID CASES 67 MISSING CASES 1

SELF-IDENTIFICATION AS MEMBERS OF AN ETHNIC GROUP: Over one-fourth (1/4) of the sample considered themselves to be members of an ethnic group.

ETHNICID ETHNIC SELF

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)	CUM FREQ (PCT)
YES	1.	20	29.4	32.8	32.8
NO	2.	40	58.8	65.6	98.4
	8.	1	1.5	1.6	100.0
	BLANK	7	10.3	MISSING	100.0
	TOTAL	68	100.0	100.0	

ETHNIC GROUPS IDENTIFIED BY TEACHERS

WHICHETH

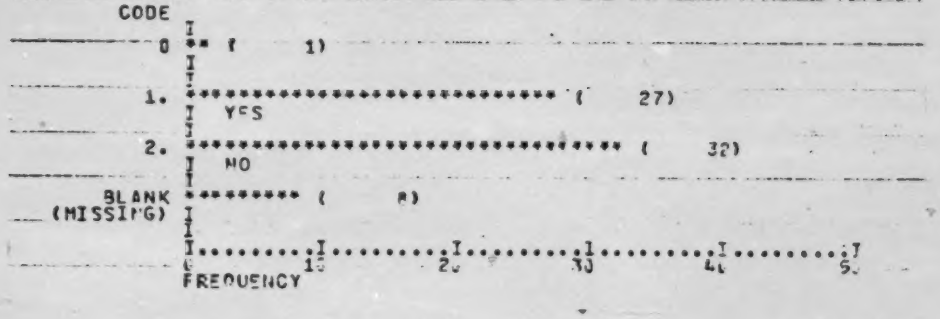
CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)	CUM FREQ (PCT)
PUERTO RICAN	1.	5	7.4	33.3	33.3
ITALIAN	2.	1	1.5	6.7	40.0
IRISH	3.	3	4.4	20.0	60.0
CANADIAN	4.	1	1.5	6.7	66.7
HISPANIC	5.	1	1.5	6.7	73.3
POLISH	6.	3	4.4	20.0	93.3
ANGLO	7.	1	1.5	6.7	100.0
	BLANK	53	77.9	MISSING	100.0
	TOTAL	68	100.0	100.0	

BILINGUAL TEACHERS: Twenty seven (27) teachers (40%) identified themselves as bilingual.

BILING BILINGUAL

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)	CUM FREQ (PCT)
	0	1	1.5	1.7	1.7
YES	1.	27	39.7	45.0	46.7
NO	2.	32	47.1	53.3	100.0
	BLANK	8	11.8	MISSING	100.0
	TOTAL	68	100.0	100.0	

BILING BILINGUAL

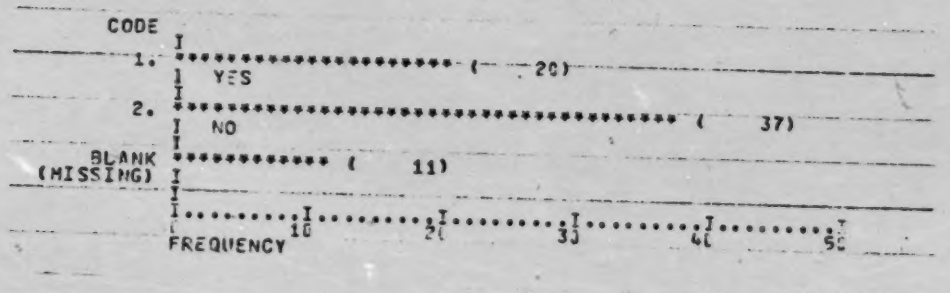


TEACHERS TRAINED IN BILINGUAL EDUCATION: The majority of the teachers in the sample reported not being trained in bilingual education.

TRAINBIL TRAINED IN BILINGUAL EDUCATION

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)	CUM FREQ (PCT)
YES	1.	20	29.4	35.1	35.1
NO	2.	37	54.4	64.9	100.0
	BLANK	11	16.2	MISSING	100.0
	TOTAL	68	100.0	100.0	

TRAINBIL TRAINED IN BILINGUAL EDUCATION



The sources of the teacher's professional training in bilingual education were:

Degree in Bilingual Education	2.9%
University Undergraduate Courses	4.7%
University Graduate Courses	1.5%
Degree in English as a Second Language	1.5%
In-service School District Workshops	5.9%
Pre-service School District Workshops	4.4%
School District/University Consultant Workshops	2.9%
Other (please specify)	5.9%

The reasons the teachers reported for seeking professional training in bilingual education were:

Required by school district to keep a job	2.9%
In order to qualify for a particular position	1.5%
To meet immediate needs in the classroom	11.8%
Personal interest	20.6%

Teachers reported having had experiences with other languages as follows:

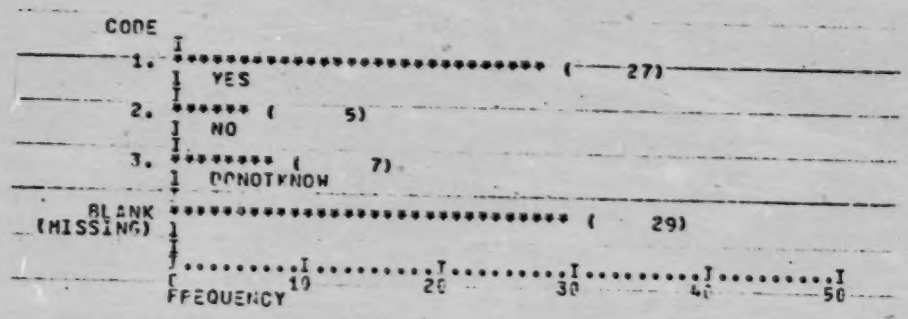
Previous teaching experience in any language other than English	16.2%
Government administration	1.5%
Peace Corps	----
ASPIRA	----
Vista	----
American Schools Overseas	2.9%
Other	14.7%
Not applicable to my situation	10.3%

SECOND LANGUAGE BENEFICIAL TO JOB: All the twenty seven (27) teachers who identified themselves as bilingual reported the second language to be beneficial to their job. (Teachers who do not consider themselves bilingual were instructed to leave this question blank.)

SECLANG SECOND LANGUAGE BENEFICIAL TO JOB

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)	CUM FREQ (PCT)
YES	1.	27	39.7	69.2	69.2
NO	2.	5	7.4	12.8	82.1
DONOTKNOW	3.	7	10.3	17.9	100.0
	BLANK	29	42.6	MISSING	100.0

SECLANG SECOND LANGUAGE BENEFICIAL TO JOB



MORE SATISFACTORY JOB IF BILINGUAL: Nearly forty percent (40%) of the teachers who do not consider themselves bilingual report they thought they could perform better if they were bilingual.

JOBSAT MORE SATISFACTORY JOB IF BILI

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)	CUM FREQ (PCT)
YES	1.	26	38.2	60.5	60.5
NO	2.	14	20.6	32.6	93.0
DONOTKNOW	3.	3	4.4	7.0	100.0
	BLANK	25	36.8	MISSING	100.0
	TOTAL	68	100.0	100.0	

JOBSAT MORE SATISFACTORY JOB IF BILI

```
   CODE
          I
     1.   ************************** (    26)
          I  YES
          I
     2.   ************** (    14)
          I  NO
          I
     3.   **** (     3)
          I  DONOTKNOW
          I
   BLANK  ************************* (    25)
(MISSING) I
```

The following table summarizes the teachers' perceptions of their ability to converse and teach subject matter in different languages. In addition, the table indicates those languages which teachers have studied formally.

Language	Ability to Converse	Ability to Teach Subject Matter	Have Studied Formally
English	80.9%	58.8%	52.9%
Spanish	44.1%	27.9%	44.1%
French	5.9%	8.8%	23.5%
German	1.5%	1.5%	4.4%
Portuguese	----	----	----
Italian	1.5%	1.5%	2.9%
Russian	----	----	1.5%
Greek	----	----	1.5%
Polish	5.9%	----	----
Chinese	----	----	----
Other	1.5%	2.9%	13.2%

SPANISH-SPEAKING CHILDREN IN CLASSROOMS: The overwhelming majority of the teachers in the sample reported they had Spanish-speaking children in their classrooms.

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)	CUM FREQ (PCT)
YES	1.	63	92.6	100.0	100.0
	BLANK	5	7.4	MISSING	100.0
	TOTAL	68	100.0	100.0	

NUMBER OF CLASSES IN WHICH STUDENTS FIRST LANGUAGE IS NOT ENGLISH: Most of the teachers had Spanish-speaking children in <u>one</u> or <u>two</u> classes. Class #1 was, in many cases, a self-contained classroom.

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)	CUM FREQ (PCT)
ONECLASSONLY	1.	26	38.2	41.9	41.9
TWOCLASSES	2.	11	16.2	17.7	59.7
THREECLASSES	3.	4	5.9	6.5	66.1
FOURCLASSES	4.	8	11.8	12.9	79.0
FIVECLASSES	5.	6	8.8	9.7	88.7
SIXCLASSES	6.	2	2.9	3.2	91.9
SEVENCLASSES	7.	4	5.9	6.5	98.4
	9.	1	1.5	1.6	100.0
	BLANK	6	8.8	MISSING	100.0
	TOTAL	68	100.0	100.0	

The following table shows the range of Spanish-speaking children per class..

Class Number	Range of Numbers of Students	Average Number of Students
1	1 - 35	14.09
2	1 - 32	10.64
3	1 - 30	7.45
4	1 - 30	9.35
5	1 - 16	5.69
6	1 - 18	7.80
7	3 - 10	4.20

SPANISH-SPEAKING STUDENTS THAT CAN COMMUNICATE EFFECTIVELY IN ENGLISH ACCORDING TO THEIR TEACHERS' OPINIONS: When the teachers were asked what percentage of students whose first language is other than English can also communicate effectively in English, their answers were evenly distributed between those teachers who thought that over 90% of the students could communicate effectively and those teachers who thought that less than 25% of the students could communicate effectively.

EFFCOM EFFECTIVE COMMUNIVATION

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)	CUM FREQ (PCT)
OVER90PERCENT	1.	14	24.6	21.9	21.9
FROM65 TO 89	2.	16	23.5	25.0	46.9
FROM30 TO 64PERCENT	3.	16	23.5	25.0	71.9
FROM1 TO 29PERCENT	4.	17	25.0	26.6	98.4
	6.	1	1.5	1.6	100.0
	BLANK	4	5.9	MISSING	100.0
	TOTAL	68	100.0	100.0	

EFFCOM EFFECTIVE COMMUNIVATION

```
   CODE
                I
     1.         ************************************ (    14)
                I  OVER90PERCENT
                I
     2.         ****************************************** (    16)
                I  FROM65 TO 89
                I
     3.         ****************************************** (    16)
                I  FROM30 TO 64PERCENT
                I
     4.         ******************************************* (    17)
                I  FROM1 TO 29PERCENT
                I
     6.         *** (     1)
                I
                I
  BLANK         ********** (     4)
(MISSING)       I
                I
                I.........I.........I.........I.........I.........I
                0         4         8        12        16        20
                FREQUENCY
```

2. Three Teacher Profiles

Teacher Profile #1

There is a significant number of teachers for whom Holyoke is their hometown. They attended college in the area, principally at Westfield, University of Massachusetts and American International College and did their student teaching in laboratory schools connected with the university they attended. Their student teaching did not involve minority groups. They could recall"only one or two blacks" in the schools. Outside their current classroom, they have had no contact with Puerto Rican children, with the occasional exception of having worked in summer school programs, yet they found the Spanish-speaking children in their classrooms as a result of school redistricting (Lynch) or their being assigned to West, Morgan, or Lawrence. As a group, they have had no other experiences or contacts, such as friends who are Puerto Rican or trips to Spanish-speaking countries.

When asked if they are bilingual, the teachers in this group generally responded "Well, I think that I am bilingual in the sense that... I have no trouble communicating with the children." There was a variety of definitions of what "communicating" meant. One teacher commented that he has not trouble getting the children to carry out his instructions, "Sit down. Shut up. Get to work." Another teacher said that she considers herself bilingual, if the children speak English. But none of the teachers in this group claimed that they could carry on conversations with parents over instructional or behavioral problems. There are frequent comments about the value of being friendly to the children, and how being friendly appears to make up for the teacher's lack of Spanish. Being friendly is seen as a technique for dealing with

discipline issues, but on this point, the group was divided between those teachers who would "love the children and would take all of them home" and those teachers who are "suspicious of (their) own children having to associate with the Puerto Rican children."

Discussions of culture and cultural toleration occupied large segments of the interviews. Through such programs as "culture days" or "cultural fairs" the group tells the Puerto Rican children that they are interested in what the Puerto Ricans have to offer through their differing eating habits, style of dress, and their love for song and dance. These teachers often take pride in the fact that they would not force a Puerto Rican to eat mayonnaise, if he didn't like it, nor would they force their clothing styles on the Puerto Rican community. "I keep mine...they keep theirs and neither of us interferes with the other." As one teacher phrased it, "We have respect for everybody's culture." Culture is spoken of in terms of cultural programs and assemblies, where everybody gets together to share their music, decorations, dancing, "and everything."

Language and behavior problems were the largest topics of conversation, with the primary emphasis falling upon the task of mainstreaming. There was the strong opinion that all need for special programs should be eliminated by eliminating the differences among children that necessitate special programs. The general formula was to "Start early, and provide them with transitional programs." As one teacher commented, "Once they get into the mainstream they can work as well as anybody else!"

Teacher Profile #2

This group of teachers first developed their interests in teaching Spanish-speaking children through tutorial programs and summer programs held in Holyoke in the past ten years. They followed out those initial programs by seeking out first-hand experiences in Mexico, Spain, Peru, in institutions for language learning, teaching in classrooms in those countries, or in "Junior Year Abroad" programs. Besides these experiences, several of the teachers reported having close friends who are Spanish-speaking, who have taken the time to explain in detail certain things about the Spanish-speaking cultures.

This group of teachers took their college training in the universities in the area of Holyoke. For a number of this group, Holyoke was their hometown. Most of them practice taught in schools in which there were no Puerto Rican, Black, or other minority students, but since others were interested in pursuing bilingual education prior to their student teaching, they had specifically requested that they practice teach in classrooms with Spanish-speaking students. Everybody in this group reported that they are now teaching in programs which are quite different from the ones where they did their student teaching. When called upon to make decisions in their present situation, they constantly drew on analogies from their earlier experiences in other countries or upon the insights their friends had given them. When Holyoke hired them to teach the Spanish-speaking children, they were given one of several reasons: 1) that they had majored in Spanish in college, 2) that their vitaes noted extensive experiences with Spanish-speaking people, or 3) that they had taken special bilingual or ESL coursework.

When asked if they considered themselves to be bilingual, as a group they answered affirmatively. They had all learned Spanish through formal coursework. They were capable (although this ability varied widely according to the individual) of answering questions in Spanish, ranging from simple sentences to entire conversations. About half reported that they were nervous about conducting whole conversations in Spanish, as they would be required to do if they were to talk to parents about school concerns.

The experiences of living outside the United States, according to these teachers, have had big effects on their attitudes toward migration and "foreigners." Several reported an initial sense of surprise at some point in their development upon realizing that there are whole cultures that are complete in and of themselves. They question the "blending" and "mainstreaming" ideologies, on the basis that they too have at one time or another been the minority person, and they appreciate the length of time that it took them to learn to communicate in Spanish, and to feel a part (although limited) of another culture.

Primary topics of the interview included the instructional methods which they have tried in their classrooms. Without exception these teachers answered the question "What special techniques have you developed...?" with lists of two to five specific curricular strategies for dealing more effectively with the Puerto Rican children. They listed the techniques which they have tried in their classrooms, and gave some assessment of which ones worked and which did not. They reported that they had to rely on their own judgment and upon the help of colleagues for developing these strategies/materials. Another primary response during the interview was to outline in detail the various

disciplinary methods which their colleagues had tried throughout the school and to explain in terms of cultural differences why those teachers were unable to make their strategies work. This group is intolerant of the attitude that friendliness should take the place of expecting hard work from the children. They spoke pejoratively of "chitchatting" and the teachers who "buddy-buddy" the children. They spoke often about cultural differences and frequently extended their discussion of cultural tolerance to patterns of authority and variations in life styles of families. As a group, these teachers downplayed relying on "special techniques," making the claim that they were not asking for anything special, but just what other Holyoke children had already. One teacher asked rhetorically, "Isn't it the norm that children should have a curriculum? I'm not getting anything more for these children than normal Holyoke children are getting."

The group's early experiences in Holyoke were quite frustrating. Holyoke had provided no orientation prior to their starting to teach. Having been placed in such programs as "pull out" programs, these teachers reported the first year to be extremely difficult, with problems over discipline, curriculum adaptation, and even finding a room in which to teach. Their resources, they reported, were quite scarce, and their skills only partially developed since they had been prepared to work in classrooms where conditions were significantly different. They reported that their non-Spanish-speaking friends and their colleagues had provided the greatest sources of help when they found discipline or curriculum problems. Consistently this group asked the Needs Assessment personnel if subsequent training programs might benefit their inservice

needs. Those who asked for some kind of help during the interview unanimously asked for a clinical setting in which they could work through their current problems along with their colleagues.

Teacher Profile #3

The third group of teachers consisted of native Puerto Ricans, who grew up in Puerto Rico, or other cities in which there are large Puerto Rican communities, such as New York. They speak Spanish as their mother tongue. They came to the Holyoke School System having had positions serving the Puerto Rican community -- positions in public administration, or as teacher aides, or in community development, or as teachers in Puerto Rico. Their training took place in a number of area universities, most often specifically to prepare them to teach. They did their student teaching in schools like Morgan and West where there was a large percentage of Spanish-speaking children in their classroom. The first exposure to teaching was difficult. They reported that they felt imposed upon the first year, since it seemed that just because they could speak Spanish they were also expected to solve wider curricular problems with no help from anybody else. Not only were they supposed to take care of their own classrooms, but also to serve as translators and mediators for other teachers throughout the school.

Members of this group answered the question about "special techniques" with discussions about curricular issues, but they insisted even more strongly than the second group that the word "special" had connotations that Puerto Rican children were somehow "odd," and that as far as they were concerned only somebody from outside the community could use the word "special" with those connotations. Like all other teachers, they recognized the heterogeneous quality displayed in their classrooms -- one teacher exclaiming, "I had to write separate lessons for all of them!" But quite different

from other teachers who constantly focus on "the differences"pointed by language and culture, this group of teachers moved directly to discuss curricular strategies for meeting the needs of the students in these classrooms. For them, teaching Puerto Rican children was not something that required special techniques, but techniques that "any teacher" would need. They had to know how to write objectives, how to write lesson plans, how to schedule various groupings of children, where to find a variety of reading techniques, how to decide which books to use, and how to match their students with appropriate materials, among other things. Large segments of the interviews were filled, therefore, with discussions on how they turned to friends and colleagues to help them with the specific task of meeting their curricular needs.

Other important topics involved in the interviews were the family, authority, discipline and motivation. The teachers spoke at length, and from actual conversations with parents, about the parents' frustrations at going to meetings and not knowing what was happening, or going to the office and not being able to communicate with the secretary or principal. There were long discussions on the modes of discipline which parents use, about the various ways by which the families take responsibility for each other, and about the attempts of parents to locate a somewhat better place to live or a more substantial income. They spoke about the effects of migration on the migrants, and of the changes that come about when groups of people make the transition from saying with pride, "We are Puerto Ricans living in our own land," to saying with a degree of shame, "We are a migrant group." They spoke often about the importance of a sense of belonging. The teachers also

discussed at length various myths which their colleagues have acted upon. For example, the teachers in their group described the English-speaking teachers as "too nice" -- a "friendliness" that stands in the way of their expecting hard work from the children and in the end does not serve the educational interests of the child. The Puerto Rican teachers also described what it takes to gain the cooperation of the parents, and the results they have come to expect when they go directly to parents on disciplinary and curricular matters.

Description of Teacher Needs

Overview

Five Clusters. The descriptions of teacher needs is divided into five clusters. Dr. Rafael Ramirez and Dr. Eduardo Rivera, who submitted a joint analysis, clustered the 242 teacher statements from Instrument #3 into five clusters:

1) School and Classroom: Not Related to Cultural Background
2) School and Classroom: Interference from Cultural Background
3) Class Attitudes and Differences
4) Cultural Values: Including Language
5) No Differentiation Between Class and Culture

Each of the five divisions contains teacher statements which have been clustered, given a title, and analyzed in a way that makes an intelligible unit out of each of the five sections. It must be noted that these five clusters are not mutually exclusive. Since verbal statements are naturally complex, they cannot be reduced to one meaning and be placed exclusively into one cluster or another. An individual statement may contain two or three foci and thereby become illustrative of several different concerns.

For the purposes of this project, teacher needs are located in the mismatch between what teachers have been prepared to expect in their classrooms and what they actually find when they start teaching. In order to depict the mismatch most clearly, the description of teacher needs is made in four steps. Steps 1 and 2 strike out the contrast between what teachers normally expect (Step 1) and what they actually

report from their own work situations (Step 2). Step 3 presents the analysis of Dr. Rafael Ramirez and Dr. Eduardo Rivera. Step 4 provides further elaboration and conclusions which draw into the analysis all other relevant information collected in the Project.

Step 1: What teachers expect. The first step of each of the five clusters contains the results of the norm analysis. This section lists the basic norms which Holyoke teachers have come to expect as belonging to the classroom. The norms are listed as individual statements. They have been sequenced in a loose narrative fashion to facilitate reading. The claims of this section are modest. The statements included under "what teachers expect" claim to be representative of what teachers now in the classroom normally expect of the students, the parents, the administration, and of their own work conditions. They do not claim the kind of scientific accuracy that is rightfully attributed to other sections, but, on the other hand, the analysis has been carefully performed. Since the actual teacher statements from which these normative statements have been drawn appear in subsequent sections of the report, readers are welcome to supplement or qualify the list of "what teachers expect" in order to articulate more accurately what it is that teachers "really expect" when they start working as teachers.

Step 2: What teachers report. The purpose of this step is to preserve as accurately as possible what teachers have said about their work in Holyoke. Teacher statements from Instrument #3 are listed verbatim as they were inscribed on the 3 x 5 cards during data collection. The researchers have not corrected mistakes (except for spelling and

punctuation.* "What teachers report" is designed, then, to provide the reader with a neutral ground, the locus for seeing an accurate picture of what teachers in Holyoke are facing in their classrooms.

Two kinds of structure have been given to the teacher statements. First of all, as has been noted before, they have been clustered by the University of Puerto Rico consultants. Secondly, they are ranked in descending order of importance -- ranked only by statistical criteria. Readers can examine the section, then, at several different levels:

1. Teacher statements. The teacher statements can be read item by item, without reference to any other information.

2) Frequency need percentages. The researchers have also furnished statistical information by which readers can see how all the teachers in the sample responded to each individual statement. "FO" refers to the combined frequencies of "frequently" and "occasionally" and "N" refers to the combined frequencies of "need help" and "would like help." (See Appendix C) The symbol (FO91.6% N65.5%) indicates, therefore, that 91.6% of the teachers who read the teacher statement contained in that item responded that they frequently or occasionally face that situation in their own classrooms, and that 65.5% of the teachers expressed a need to help them meet that situation.

3. Rank orders. For each statement there is a determination of statistical importance, according to the cluster in which the statement appears, and according to the overall placement in relation to all 242 statements. Since all rank orders are tabulated by need, a statement which carries a section rank of 3, therefore, can be seen to be of high statistical prominence

---

*Two of the most common errors teachers made were to use the appelation "Spanish" to refer to Spanish-speaking or Puerto Rican children. "Spanish" only refers to people from Spain. Teachers also erred in their references to Puerto Rican as though they belonged to a foreign country, since Puerto Ricans are, in fact, United States citizens.

in the cluster in which it appears. Carrying an overall rank of 11 indicates, in addition, that the statement ranked 11th when compared with the other 242 statements.

4. Crosstabulations. In addition, the reader is furnished with a graphic depiction of how teachers responded to each of the 242 items. A chart is furnished for each teacher statement, providing the reader with information he may require to analyze specific items more in depth.

Step 3: Consultant Analysis. Familiar with the psychological and sociological characteristics of Puerto Rican society, and Puerto Rican children, the consultants have made their observations about each of the five clusters. The section on consultant analysis reports their analysis, with nothing more than editorial changes.

Step 4: Elaboration and Conclusion. Having presented 1) what teachers expect, 2) what teachers find, and 3) the consultant analysis, each of the clusters is elaborated upon by the researchers, in order to document what the analysts have observed or to elaborate with findings from the additional instruments. Instrument #2, for example, along with the interviews and the original demographic information, has been indispensable for further elaborating the needs of the teachers. This last step pulls together all relevant data for each of the five clusters in order to make each cluster more intelligible for the reader.

Description of Teacher Needs

1. School and Classroom - Not Related to Cultural Background

This section includes statements concerned with the school and classroom situation, general statements directly related to problems of school administration and practices which are not related to the cultural background of the students or bilingual education.

What Teachers Expect

A teacher should have a relatively homogeneous group of students with which to work. Therefore, children should be grouped.

The grouping of children requires careful assessment, and assessment requires a supply of testing devices.

The children should be grouped according to the following criteria:

1) age
2) grade level
3) levels of intellectual achievement
4) emotional maturity
5) language ability

Adequate teaching conditions exist when there are small classes and sufficient equipment.

It is normal to expect a school district to provide adequate teaching materials at the appropriate levels of learning and ability.

Teachers should be provided with curriculum guides.

Teachers should not be expected to do non-teaching work, i.e., administrative, secretarial, translating, "baby-sitting" for other people's classes. There should be adequate personnel to handle these problems.

During school hours, children should not be distracted by outside interferences, i.e., maintenance work, unnecessary announcements over the intercom, or unsolicited observers.

Students should be motivated and hardworking.

Record keeping should provide teachers with accurate information about the students.

Students should have a continuing and sequential enrollment in school.

In the case of transfer of students there should be standardized placement testing.

Parents should realize that if they are going to move, they should cooperate as best they can in the registration of their children and in maintenance of the records, so that children will not lose any school time.

Teachers normally expect the school board to be responsive to their suggestions by following through on the teacher's innovations.

We have no bilingual office aide or secretary.

(F089.6% N89.6%)

Section Rank 1
Overall Rank 1

X164	Y164	NEED HELP	WOULD LIKE HELP	PROBABLY CAPABLE	ROW TOTAL
	-0	1	2	0	3
		33.3	66.7	0	6.3
		33.3	10.5	0	
		2.1	4.2	0	
NEVER	4.00	1	1	0	2
		50.0	50.0	0	4.2
		33.3	5.3	0	
		2.1	2.1	0	
OCASIONALLY	5.00	1	5	0	8
		12.5	62.5	0	16.7
		33.3	26.3	0	
		2.1	10.4	0	
FREQUENTLY	6.00	0	11	2	35
		0	31.4	5.7	72.9
		0	57.9	100.0	
		0	22.9	4.2	
COLUMN TOTAL		3	19	2	48
		6.3	39.6	4.2	100.0

NUMBER OF MISSING OBSERVATIONS = 20

It is difficult to obtain materials in Spanish. The public library has very few Spanish books.

(F078.7% N72.4%)

Section Rank 2
Overall Rank 14

X088	Y088	NEED HELP	WOULD LIKE HELP	PROBABLY CAPABLE	PRESENTLY CAPABLE	ROW TOTAL
	-0	2	0	0	0	2
		100.0	0	0	0	4.3
		66.7	0	0	0	
		4.3	0	0	0	
NEVER	4.00	0	2	3	3	8
		0	25.0	37.5	37.5	17.0
		0	15.4	60.0	60.0	
		0	4.3	6.4	6.4	
OCASIONALLY	5.00	1	4	1	1	9
		11.1	44.4	11.1	11.1	19.1
		33.3	30.8	20.0	20.0	
		2.1	8.5	2.1	2.1	
FREQUENTLY	6.00	0	7	1	1	28
		0	25.0	3.6	3.6	59.6
		0	53.8	20.0	20.0	
		0	14.9	2.1	2.1	
COLUMN TOTAL		3	13	5	5	47
		6.4	27.7	10.6	10.6	100.0

NUMBER OF MISSING OBSERVATIONS = 21

Two intermediate teachers write a grant proposal to begin an innovative science program in their classroom. The grant is for matching funds, 50% state, 50% local. The project is approved at the state level, but the local school board refuses to fund its half. Result: no program. The local school board says it doesn't want to encourage teachers to "deviate from the curriculum." N.B. there is no bilingual curriculum.

(F063.7% N69.7%)

Section Rank 3
Overall Rank 18

X117	Y117 COUNT / ROW PCT / COL PCT / TOT PCT	NEED HELP -0	WOULD LIKE HELP 2.00	PROBABLY CAPABLE 3.00	PRESENTLY CAPABL 5.00	6.00	ROW TOTAL
	-0	2 100.0 33.3 6.1	0 0 0 0	0 0 0 0	0 0 0 0	0 0 0 0	2 6.1
NEVER	4.00	3 30.0 50.0 9.1	0 0 0 0	4 40.0 33.3 12.1	1 10.0 50.0 3.0	2 20.0 100.0 6.1	10 30.3
OCASIONALLY	5.00	0 0 0 0	1 20.0 9.1 3.0	4 80.0 33.3 12.1	0 0 0 0	0 0 0 0	5 15.2
FREQUENTLY	6.00	1 6.3 16.7 3.0	10 62.5 90.9 30.3	4 25.0 33.3 12.1	1 6.3 50.0 3.0	0 0 0 0	16 48.5
	COLUMN TOTAL	6 18.2	11 33.3	12 36.4	2 6.1	2 6.1	33 100.0

NUMBER OF MISSING OBSERVATIONS = 35

Age span is too great. 10 - 15 years old. This is illegal.

(F078.5% N64.2%)

Section Rank 4
Overall Rank 27

X121	Y121 COUNT / ROW PCT / COL PCT / TOT PCT	NEED HELP -0	WOULD LIKE HELP 2.00	PROBABLY CAPABLE 3.00	PRESENTLY CAPABL 5.00	6.00	ROW TOTAL
NEVER	4.00	1 11.1 50.0 2.4	1 11.1 12.5 2.4	3 33.3 15.8 7.1	0 0 0 0	4 44.4 50.0 9.5	9 21.4
OCASIONALLY	5.00	0 0 0 0	0 0 0 0	9 64.3 47.4 21.4	3 21.4 60.0 7.1	2 14.3 25.0 4.8	14 33.3
FREQUENTLY	6.00	1 5.3 50.0 2.4	7 36.8 87.5 16.7	7 36.8 36.8 16.7	2 10.5 40.0 4.8	2 10.5 25.0 4.8	19 45.2
	COLUMN TOTAL	2 4.8	8 19.0	19 45.2	5 11.9	8 19.0	42 100.0

NUMBER OF MISSING OBSERVATIONS = 26

Many of the children have little or no proficiency in the basic skills. Whereas they would be best to advance at their own pace and be given whatever time they need to learn the rudiments, they are passed on and overlooked repeatedly - only to intensify their frustrations and lead to eventual withdrawal.

(F093.1% N63.8%)

Section Rank 5
Overall Rank 31

X185	Y185 NEED HELP -0	WOULD LIKE HELP 2.00	PROBABLY CAPABLE 3.00	PRESENTLY CAPABLE 5.00	6.00	ROW TOTAL
-0	0 / 0 / 0 / 0	0 / 0 / 0 / 0	0 / 0 / 0 / 0	1 / 16.6 / 9.1 / 1.7	0 / 0 / 0 / 0	1 / 1.7
NEVER 4.00	1 / 33.3 / 33.3 / 1.7	0 / 0 / 0 / 0	0 / 0 / 0 / 0	1 / 33.3 / 9.1 / 1.7	1 / 33.3 / 14.3 / 1.7	3 / 5.2
OCASIONALLY 5.00	0 / 0 / 0 / 0	0 / 0 / 0 / 0	13 / 56.5 / 61.9 / 22.4	7 / 30.4 / 63.6 / 12.1	3 / 13.0 / 42.9 / 5.2	23 / 39.7
FREQUENTLY 6.00	2 / 6.5 / 66.7 / 3.4	16 / 51.6 / 100.0 / 27.6	8 / 25.8 / 38.1 / 13.8	2 / 6.5 / 16.2 / 3.4	3 / 9.7 / 42.9 / 5.2	31 / 53.4
COLUMN TOTAL	3 / 5.2	16 / 27.6	21 / 36.2	11 / 19.0	7 / 12.1	58 / 100.0

NUMBER OF MISSING OBSERVATIONS = 10

I feel we have too much paperwork; i.e. questionnaires, surveys, etc. that yield no feedback.

(F087.2% N63.8%)

Section Rank 6
Overall Rank 32

X128	Y128 NEED HELP -0	WOULD LIKE HELP 2.00	PROBABLY CAPABLE 3.00	PRESENTLY CAPABLE 5.00	6.00	7.00	ROW TOTAL
-0	1 / 50.0 / 25.0 / 2.1	0 / 0 / 0 / 0	1 / 50.0 / 5.6 / 2.1	0 / 0 / 0 / 0	0 / 0 / 0 / 0	0 / 0 / 0 / 0	2 / 4.3
NEVER 4.00	1 / 25.0 / 25.0 / 2.1	1 / 25.0 / 8.3 / 2.1	1 / 25.0 / 5.6 / 2.1	1 / 25.0 / 25.0 / 2.1	0 / 0 / 0 / 0	0 / 0 / 0 / 0	4 / 8.5
OCASIONALLY 5.00	1 / 4.5 / 25.0 / 2.1	2 / 9.1 / 16.7 / 4.3	8 / 36.4 / 44.4 / 17.0	3 / 13.6 / 75.0 / 6.4	7 / 31.8 / 87.5 / 14.9	1 / 4.5 / 100.0 / 2.1	22 / 46.8
FREQUENTLY 6.00	1 / 5.3 / 25.0 / 2.1	9 / 47.4 / 75.0 / 19.1	8 / 42.1 / 44.4 / 17.0	0 / 0 / 0 / 0	1 / 5.3 / 12.5 / 2.1	0 / 0 / 0 / 0	19 / 40.4
COLUMN TOTAL	4 / 8.5	12 / 25.5	18 / 38.3	4 / 8.5	8 / 17.0	1 / 2.1	47 / 100.0

NUMBER OF MISSING OBSERVATIONS = 21

Beginning teacher is lost because four years later there is still no curriculum or similar guide. What do you teach?

(F082.7% N63.4%)

Section Rank 7
Overall Rank 35

X092	Y092 NEED HELP	WOULD LIKE HELP	PROBABLY CAPABLE	PRESENTLY CAPABLE	ROW TOTAL
-0	2 / 100.0 / 66.7 / 3.8	0 / 0 / 0 / 0	0 / 0 / 0 / 0	0 / 0 / 0 / 0	2 / 3.8
4.00 NEVER	1 / 14.3 / 33.3 / 1.9	3 / 42.9 / 21.4 / 5.8	0 / 0 / 0 / 0	3 / 42.9 / 37.5 / 5.8	7 / 13.5
5.00 OCASIONALLY	0 / 0 / 0 / 0	1 / 7.7 / 7.1 / 1.9	8 / 61.5 / 100.0 / 15.4	2 / 15.4 / 25.0 / 3.8	13 / 25.0
6.00 FREQUENTLY	0 / 0 / 0 / 0	10 / 33.3 / 71.4 / 19.2	0 / 0 / 0 / 0	3 / 10.0 / 37.5 / 5.8	30 / 57.7
COLUMN TOTAL	3 / 5.8	14 / 26.9	8 / 15.4	8 / 15.4	52 / 100.0

NUMBER OF MISSING OBSERVATIONS = 16

No lab materials for doing experiments in either science or social studies.

(F093.7% N62.5%)

Section Rank 8
Overall Rank 38

X120	Y120 NEED HELP	WOULD LIKE HELP	PROBABLY CAPABLE	PRESENTLY CAPABLE	ROW TOTAL
4.00 NEVER	1 / 33.3 / 50.0 / 2.1	0 / 0 / 0 / 0	1 / 33.3 / 14.3 / 2.1	1 / 33.3 / 14.3 / 2.1	3 / 6.3
5.00 OCASIONALLY	1 / 6.3 / 50.0 / 2.1	6 / 37.5 / 27.3 / 12.5	7 / 43.8 / 77.8 / 14.6	1 / 6.3 / 14.3 / 2.1	16 / 33.3
6.00 FREQUENTLY	0 / 0 / 0 / 0	16 / 55.2 / 72.7 / 33.3	2 / 6.9 / 22.2 / 4.2	5 / 17.2 / 71.4 / 10.4	29 / 60.4
COLUMN TOTAL	2 / 4.2	22 / 45.8	9 / 18.8	7 / 14.6	48 / 100.0

NUMBER OF MISSING OBSERVATIONS = 20

Too many pilot programs that are planned and worked on that yield no visible results to involved teachers. Too much talk - no action.

(F076.9% N56.4%)

Section Rank 9
Overall Rank 62

X129	Y129 -0	2.00	3.00	5.00	6.00	ROW TOTAL
-0	1	0	0	1	0	2
	50.0	0	0	50.0	0	5.1
	20.0	0	0	16.7	0	
	2.6	0	0	2.6	0	
4.00 NEVER	3	1	0	1	2	7
	42.9	14.3	0	14.3	28.6	17.9
	60.0	11.1	0	16.7	33.3	
	7.7	2.6	0	2.6	5.1	
5.00 OCASIONALLY	0	2	6	2	1	11
	0	18.2	54.5	18.2	9.1	28.2
	0	22.2	46.2	33.3	16.7	
	0	5.1	15.4	5.1	2.6	
6.00 FREQUENTLY	1	6	7	2	3	19
	5.3	31.6	36.8	10.5	15.8	48.7
	20.0	66.7	53.8	33.3	50.0	
	2.6	15.4	17.9	5.1	7.7	
COLUMN TOTAL	5	9	13	6	6	39
	12.8	23.1	33.3	15.4	15.4	100.0

NUMBER OF MISSING OBSERVATIONS = 29

A couple of us teachers wrote an "open classroom proposal." The money was granted at the State level in a 50% matching grant. The school board refused to give its half, saying, "Why should you have something other classes don't have?"

(F055.8% N55.9%)

Section Rank 10
Overall Rank 65

X161	Y161 -0	2.00	3.00	5.00	6.00	ROW TOTAL
-0	3	0	1	0	0	4
	75.0	0	25.0	0	0	11.8
	33.3	0	11.1	0	0	
	8.8	0	2.9	0	0	
4.00 NEVER	4	3	2	1	1	11
	36.4	27.3	18.2	9.1	9.1	32.4
	44.4	30.0	22.2	50.0	25.0	
	11.8	8.8	5.9	2.9	2.9	
5.00 OCASIONALLY	0	1	3	1	1	6
	0	16.7	50.0	16.7	16.7	17.6
	0	10.0	33.3	50.0	25.0	
	0	2.9	8.8	2.9	2.9	
6.00 FREQUENTLY	2	6	3	0	2	13
	15.4	46.2	23.1	0	15.4	38.2
	22.2	60.0	33.3	0	50.0	
	5.9	17.6	8.8	0	5.9	
COLUMN TOTAL	9	10	9	2	4	34
	26.5	29.4	26.5	5.9	11.8	100.0

NUMBER OF MISSING OBSERVATIONS = 34

Too many students in too small a classroom.

(F070.0% N54.0%)

Section Rank 11
Overall Rank 76

X042	Y042 NEED HELP -0	WOULD LIKE HELP 2.00	PROBABLY CAPABLE 3.00	PRESENTLY CAPABLE 5.00	PRESENTLY CAPABLE 6.00	ROW TOTAL
-9	1 100.0 20.0 2.0	0 0.0 0.0	0 0.0 0.0	0 0.0 0.0	0 0.0 0.0	1 2.0
NEVER 4.00	3 21.4 60.0 6.0	2 14.3 22.2 4.0	2 14.3 11.1 4.0	2 14.3 20.0 4.0	5 35.7 62.5 10.0	14 28.0
OCASIONALLY 5.00	1 4.5 20.0 2.0	2 9.1 22.2 4.0	10 45.5 55.6 20.0	7 31.8 70.0 14.0	2 9.1 25.0 4.0	22 44.0
FREQUENTLY 6.00	0 0 0 0	5 38.5 55.6 10.0	6 46.2 33.3 12.0	1 7.7 10.0 2.0	1 7.7 12.5 2.0	13 26.0
COLUMN TOTAL	5 10.0	9 18.0	18 36.0	10 20.0	8 16.0	50 100.0

NUMBER OF MISSING OBSERVATIONS = 18

Asking for a change in the reading series, being told that only a committee can recommend a change. Trying to form the committee with no takers. Result: no reading books.

(F056.7% N51.3%)

Section Rank 12
Overall Rank 93

X013	Y013 NEED HELP -0	WOULD LIKE HELP 2.00	PROBABLY CAPABLE 3.00	PRESENTLY CAPABLE 5.00	PRESENTLY CAPABLE 6.00	ROW TOTAL
NEVER 4.00	5 31.3 100.0 13.5	2 12.5 25.0 5.4	1 6.3 9.1 2.7	2 12.5 50.0 5.4	6 37.5 66.7 16.2	16 43.2
OCASIONALLY 5.00	0 0.0 0.0 0.0	1 7.7 12.5 2.7	7 53.8 63.6 18.9	2 15.4 50.0 5.4	3 23.1 33.3 8.1	13 35.1
FREQUENTLY 6.00	0 0.0 0.0 0.0	5 62.5 62.5 13.5	3 37.5 27.3 8.1	0 0.0 0.0 0.0	0 0.0 0.0 0.0	8 21.6
COLUMN TOTAL	5 13.5	8 21.6	11 29.7	4 10.8	9 24.3	37 100.0

NUMBER OF MISSING OBSERVATIONS = 31

Bilingual teachers are often called upon to do aides' jobs such as translating for registering students, translating letters, translating for parents, etc. I'm glad to do this for Mr. [redacted], but my class doesn't get their lesson while I do this. I think aides could be hired to do this.

(F082.2% N51.1%)

Section Rank 13
Overall Rank 95

X132	Y132 NEED HELP -0	2.00	3.00	5.00	6.00	ROW TOTAL
-0	1	0	0	0	0	1
	100.0	0	0	0	0	2.2
	16.7	0	0	0	0	
	2.2	0	0	0	0	
4.00 NEVER	2	1	2	2	0	7
	28.6	14.3	28.6	28.6	0	15.6
	33.3	9.1	16.7	28.6	0	
	4.4	2.2	4.4	4.4	0	
5.00 OCASIONALLY	1	1	4	5	4	15
	6.7	6.7	26.7	33.3	26.7	33.3
	16.7	9.1	33.3	71.4	44.4	
	2.2	2.2	8.9	11.1	8.9	
6.00 FREQUENTLY	2	9	6	0	5	22
	9.1	40.9	27.3	0	22.7	48.9
	33.3	81.8	50.0	0	55.6	
	4.4	20.0	13.3	0	11.1	
COLUMN TOTAL	6	11	12	7	9	45
	13.3	24.4	26.7	15.6	20.0	100.0

NUMBER OF MISSING OBSERVATIONS = 23

There are too many interruptions: (Example: school personnel such as nurses and aides always need us to translate).

(F079.6% N49.0%)

Section Rank 14
Overall Rank 108

X154	Y154 NEED HELP -0	2.00	3.00	5.00	6.00	ROW TOTAL
-0	4	0	0	0	0	4
	100.0	0	0	0	0	8.2
	100.0	0	0	0	0	
	8.2	0	0	0	0	
4.00 NEVER	0	0	1	0	5	6
	0	0	16.7	0	83.3	12.2
	0	0	7.1	0	38.5	
	0	0	2.1	0	10.2	
5.00 OCASIONALLY	0	1	6	6	6	19
	0	5.3	31.6	31.6	31.6	38.8
	0	10.0	42.9	75.0	46.2	
	0	2.1	12.2	12.2	12.2	
6.00 FREQUENTLY	0	9	7	2	2	20
	0	45.0	35.0	10.0	10.0	40.8
	0	90.0	50.0	25.0	15.4	
	0	18.4	14.3	4.1	4.1	
COLUMN TOTAL	4	10	14	8	13	49
	8.2	20.4	28.6	16.3	26.5	100.0

NUMBER OF MISSING OBSERVATIONS = 19

There are too many interruptions. (Example: worthless announcements on the intercom).

(F079.2% N45.8%)

Section Rank 15
Overall Rank 124

X141	Y141 NEED HELP 0	2.00	WOULD LIKE HELP 3.00	PROBABLY CAPABLE 5.00	PRESENTLY CAPABLE 6.00	ROW TOTAL
NEVER 4.00	5	0	1	1	4	11
	50.0	0	10.0	10.0	40.0	20.8
	83.3	0	10.0	0	40.0	
	10.4	0	2.1	0	8.3	
OCASIONALLY 5.00	0	0	3	9	3	15
	0	0	20.0	60.0	20.0	31.3
	0	0	30.0	90.0	30.0	
	0	0	6.3	18.8	6.3	
FREQUENTLY 6.00	1	12	6	1	3	23
	4.3	52.2	26.1	4.3	13.0	47.9
	16.7	100.0	60.0	10.0	30.0	
	2.1	25.0	12.5	2.1	6.3	
COLUMN TOTAL	6	12	10	10	10	48
	12.5	25.0	20.8	20.8	20.8	100.0

NUMBER OF MISSING OBSERVATIONS = 20

The bilingual program is frequently interrupted for the purpose of taking surveys, census, data from the students.

(F083.7% N44.9%)

Section Rank 16
Overall Rank 130

X165	Y165 NEED HELP 0	2.00	WOULD LIKE HELP 3.00	PROBABLY CAPABLE 5.00	PRESENTLY CAPABLE 6.00	ROW TOTAL
-0	2	1	1	0	0	3
	66.7	0	33.3	0	0	6.1
	33.3	0	7.7	0	0	
	4.1	0	2.0	0	0	
NEVER 4.00	1	0	1	1	2	5
	20.0	0	20.0	20.0	40.0	10.2
	16.7	0	7.7	10.0	18.2	
	2.0	0	2.0	2.0	4.1	
OCASIONALLY 5.00	3	1	7	5	9	25
	12.0	4.0	28.0	20.0	36.0	51.0
	50.0	11.1	53.8	50.0	81.8	
	6.1	2.0	14.3	10.2	18.4	
FREQUENTLY 6.00	0	8	4	4	0	16
	0	50.0	25.0	25.0	0	32.7
	0	88.9	30.8	40.0	0	
	0	16.3	8.2	8.2	0	
COLUMN TOTAL	6	9	13	10	11	49
	12.2	18.4	26.5	20.4	22.4	100.0

NUMBER OF MISSING OBSERVATIONS = 19

The age span in the classroom is undesirable. It is not good socially or academically to have teenagers in with 9 and 10 year olds. [redacted]

(F070.4% N43.2%)

Section Rank 17
Overall Rank 144

[redacted]

X024	Y024	NEED HELP	WOULD LIKE HELP	PROBABLY CAPABLE	PRESENTLY CAPABLE	ROW TOTAL
	-01	2.00	3.00	5.00	6.00	
-0	1	0	0	1	0	2
	50.0	0	0	50.0	0	4.5
	50.0	0	0	50.0	0	
	2.3	0	0	2.3	0	
4.00 NEVER	1	3	1	1	5	11
	9.1	27.3	9.1	9.1	45.5	25.0
	50.0	30.0	11.1	10.0	38.5	
	2.3	6.8	2.3	2.3	11.4	
5.00 OCASIONALLY	0	3	6	4	5	18
	0	16.7	33.3	22.2	27.8	40.9
	0	30.0	66.7	40.0	38.5	
	0	6.8	13.6	9.1	11.4	
6.00 FREQUENTLY	0	4	2	4	3	13
	0	30.8	15.4	30.8	23.1	29.5
	0	40.0	22.2	40.0	23.1	
	0	9.1	4.5	9.1	6.8	
COLUMN TOTAL	2	10	9	10	13	44
	4.5	22.7	20.5	22.7	29.5	100.0

NUMBER OF MISSING OBSERVATIONS = 24

Workmen putting in windows during class time, as long as 1 to 1 1/2 hours. This has happened 4 or 5 times throughout the year.

(F082.0% N36.0%)

Section Rank 18
Overall Rank 173

X040	Y040	NEED HELP	WOULD LIKE HELP	PROBABLY CAPABLE	PRESENTLY CAPABLE	ROW TOTAL
	-01	2.00	3.00	5.00	6.00	
-0	2	0	0	0	0	2
	100.0	0	0	0	0	4.7
	33.3	0	0	0	0	
	4.0	0	0	0	0	
4.00 NEVER	3	0	0	3	1	7
	42.9	0	0	42.9	14.3	14.0
	50.0	0	0	25.0	7.1	
	6.0	0	0	6.0	2.0	
5.00 OCASIONALLY	1	0	3	8	9	21
	4.8	0	14.3	38.1	42.9	42.0
	16.7	0	25.0	66.7	64.3	
	2.0	0	6.0	16.0	18.0	
6.00 FREQUENTLY	0	6	9	1	4	20
	0	30.0	45.0	5.0	20.0	40.0
	0	100.0	75.0	8.3	28.6	
	0	12.0	18.0	2.0	8.0	
COLUMN TOTAL	6	6	12	12	14	50
	12.0	12.0	24.0	24.0	28.0	100.0

NUMBER OF MISSING OBSERVATIONS = 18

People involved in Bilingual Education are continually being asked to fill our questionnaires.

(F090.2% N35.3%)

Section Rank 19
Overall Rank 176

X085	Y085	NEED HELP 2.00	WOULD LIKE HELP 3.00	PROBABLY CAPABLE 5.00	PRESENTLY CAPABLE 6.00	ROW TOTAL
-0	1	0	0	1	0	2
	50.0	0	0	50.0	0	3.9
	33.3	0	0	8.3	0	
	2.0	0	0	2.0	0	
NEVER 4.00	0	0	0	1	2	3
	0	0	0	33.3	66.7	5.9
	0	0	0	8.3	11.1	
	0	0	0	2.0	3.9	
OCASIONALLY 5.00	0	3	3	6	11	23
	0	13.0	13.0	26.1	47.8	45.1
	0	27.3	42.9	50.0	61.1	
	0	5.9	5.9	11.8	21.6	
FREQUENTLY 6.00	2	8	4	4	5	23
	8.7	34.8	17.4	17.4	21.7	45.1
	66.7	72.7	57.1	33.3	27.8	
	3.9	15.7	7.8	7.8	9.8	
COLUMN TOTAL	3	11	7	12	18	51
	5.9	21.6	13.7	23.5	35.3	100.0

NUMBER OF MISSING OBSERVATIONS = 17

[redacted] Director sending people to observe in classes without prior knowledge of teachers.

(F053.5% N34.9%)

Section Rank 20
Overall Rank 177

X107	Y107	NEED HELP 2.00	WOULD LIKE HELP 3.00	PROBABLY CAPABLE 5.00	PRESENTLY CAPABLE 6.00	ROW TOTAL
-0	1	0	0	0	0	1
	100.0	0	0	0	0	2.3
	14.3	0	0	0	0	
	2.3	0	0	0	0	
NEVER 4.00	4	2	1	3	9	19
	21.1	10.5	5.3	15.8	47.4	44.2
	57.1	28.6	12.5	30.0	81.8	
	9.3	4.7	2.3	7.0	20.9	
OCASIONALLY 5.00	1	2	4	7	1	15
	6.7	13.3	26.7	46.7	6.7	34.9
	14.3	28.6	50.0	70.0	9.1	
	2.3	4.7	9.3	16.3	2.3	
FREQUENTLY 6.00	1	3	3	0	1	8
	12.5	37.5	37.5	0	12.5	18.6
	14.3	42.9	37.5	0	9.1	
	2.3	7.0	7.0	0	2.3	
COLUMN TOTAL	7	7	8	10	11	43
	16.3	16.3	18.6	23.3	25.6	100.0

NUMBER OF MISSING OBSERVATIONS = 25

Since in Holyoke High School there is only the program, the students do not have any other alternative. They have to take this program which is suited to the necessity of the ones that plan to continue higher education but not [illegible] ones that are not planning to continue their education.

(F060.9% N34.8%)

Section Rank 21
Overall Rank 178

X208	Y208 (COUNT / ROW PCT / COL PCT / TOT PCT)	NEED HELP -0	NEED HELP 2.00	WOULD LIKE HELP 3.00	PROBABLY CAPABLE 5.00	PRESENTLY CAPABLE 6.00	ROW TOTAL
-0		3	0	0	0	0	3
		100.0	0	0	0	0	13.0
		25.0	0	0	0	0	
		13.0	0	0	0	0	
4.00 NEVER		4	0	2	0	0	6
		66.7	0	33.3	0	0	26.1
		33.3	0	50.0	0	0	
		17.4	0	8.7	0	0	
5.00 OCASIONALLY		1	1	1	1	2	6
		16.7	16.7	16.7	16.7	33.3	26.1
		8.3	25.0	25.0	100.0	100.0	
		4.3	4.3	4.3	4.3	8.7	
6.00 FREQUENTLY		4	3	1	0	0	8
		50.0	37.5	12.5	0	0	34.8
		33.3	75.0	25.0	0	0	
		17.4	13.0	4.3	0	0	
COLUMN TOTAL		12	4	4	1	2	23
		52.2	17.4	17.4	4.3	8.7	100.0

NUMBER OF MISSING OBSERVATIONS = 45

My bilingual classroom is frequently observed by students from area colleges or by evaluating teams from the city or state.

(F079.6% N34.7%)

Section Rank 22
Overall Rank 179

X166	Y166 (COUNT / ROW PCT / COL PCT / TOT PCT)	NEED HELP -0	NEED HELP 2.00	WOULD LIKE HELP 3.00	PROBABLY CAPABLE 5.00	PRESENTLY CAPABLE 6.00	ROW TOTAL
-0		1	0	0	0	0	1
		100.0	0	0	0	0	2.0
		20.0	0	0	0	0	
		2.0	0	0	0	0	
4.00 NEVER		3	0	1	2	3	9
		33.3	0	11.1	22.2	33.3	18.4
		60.0	0	20.0	25.0	15.8	
		6.1	0	2.0	4.1	6.1	
5.00 OCASIONALLY		1	2	3	4	12	22
		4.5	9.1	13.6	18.2	54.5	44.9
		20.0	16.7	60.0	50.0	63.2	
		2.0	4.1	6.1	8.2	24.5	
6.00 FREQUENTLY		0	10	1	2	4	17
		0	58.8	5.9	11.8	23.5	34.7
		0	83.3	20.0	25.0	21.1	
		0	20.4	2.0	4.1	8.2	
COLUMN TOTAL		5	12	5	8	19	49
		10.2	24.5	10.2	16.3	38.8	100.0

NUMBER OF MISSING OBSERVATIONS = 19

Too many English speaking children in the bilingual program.

(F069.6% N28.3%)

Section Rank 23
Overall Rank 204

X027	Y027 NEED HELP (2.00)	WOULD LIKE HELP (3.00)	PROBABLY CAPABLE (5.00)	PRESENTLY CAPABLE (6.00)	ROW TOTAL
-0	3 100.0 60.0 6.5	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	3 6.5
4.00 NEVER	1 9.1 20.0 2.2	0 0.0 0.0 0.0	2 18.2 22.2 4.3	6 54.5 33.3 13.0	11 23.9
5.00 OCASIONALLY	0 0.0 0.0 0.0	2 13.3 50.0 4.3	3 20.0 37.5 6.5	6 40.0 66.7 13.0	15 32.6
6.00 FREQUENTLY	1 5.9 20.0 2.2	2 11.8 50.0 4.3	4 23.5 44.4 8.7	2 11.8 22.2 4.3	9 19.6
COLUMN TOTAL	5 10.9	4 8.7	9 19.6	16 34.8	46 100.0

NUMBER OF MISSING OBSERVATIONS = 22

Workmen coming to repair windows, etc. during school hours.

(F089.6% N25.9%)

Section Rank 24
Overall Rank 211

X108	Y108 NEED HELP (2.00)	WOULD LIKE HELP (3.00)	PROBABLY CAPABLE (5.00)	PRESENTLY CAPABLE (6.00)	ROW TOTAL
4.00 NEVER	2 33.3 66.7 3.4	0 0.0 0.0 0.0	3 50.0 16.7 5.2	1 16.7 4.5 1.7	6 10.3
5.00 OCASIONALLY	0 0.0 0.0 0.0	1 2.9 14.3 1.7	4 11.4 57.1 6.9	16 45.7 72.7 27.6	35 60.3
6.00 FREQUENTLY	1 5.9 33.3 1.7	6 35.3 85.7 10.3	4 23.5 57.1 6.9	5 29.4 22.7 8.6	17 29.3
COLUMN TOTAL	3 5.2	7 12.1	8 13.8	18 31.0	22 37.9	58 100.0

NUMBER OF MISSING OBSERVATIONS = 10

There are too many interruptions. People are always coming and going. (Example: College students often want to observe.)

(F072.2% N20.4%)

Section Rank 25
Overall Rank 215

X075	Y075 NEED HELP (-0)	WOULD LIKE HELP (2.00)	PROBABLY CAPABLE (3.00)	PRESENTLY CAPABLE (5.00)	PRESENTLY CAPABLE (6.00)	ROW TOTAL
NEVER (4.00)	3	0	1	5	6	15
	20.0	0	6.7	33.3	40.0	27.8
	100.0	0	16.7	26.3	28.6	
	5.6	0	1.9	9.3	11.1	
OCASIONALLY (5.00)	0	1	4	12	12	29
	0	3.4	13.8	41.4	41.4	53.7
	0	20.0	66.7	63.2	57.1	
	0	1.9	7.4	22.2	22.2	
FREQUENTLY (6.00)	0	4	1	2	3	10
	0	40.0	10.0	20.0	30.0	16.5
	0	80.0	16.7	10.5	14.3	
	0	7.4	1.9	3.7	5.6	
COLUMN TOTAL	3	5	6	19	21	54
	5.6	9.3	11.1	35.2	38.9	100.0

NUMBER OF MISSING OBSERVATIONS = 14

Library sends me slips on books that need to be returned.

(F027.6% N3.40%)

Section Rank 26
Overall Rank 238

X112	Y112 NEED HELP (0)	WOULD LIKE HELP (2.00)	PROBABLY CAPABLE (5.00)	PRESENTLY CAPABLE (6.00)	ROW TOTAL
NEVER (4.00)	8	0	5	8	21
	38.1	0	23.8	38.1	72.4
	100.0	0	71.4	61.5	
	27.6	0	17.2	27.6	
OCASIONALLY (5.00)	0	0	1	3	4
	0	0	25.0	75.0	13.8
	0	0	14.3	23.1	
	0	0	3.4	10.3	
FREQUENTLY (6.00)	0	1	1	2	4
	0	25.0	25.0	50.0	13.8
	0	100.0	14.3	15.4	
	0	3.4	3.4	6.9	
COLUMN TOTAL	8	1	7	13	29
	27.6	3.4	24.1	44.8	100.0

NUMBER OF MISSING OBSERVATIONS = 39

What Teachers Report -- Skills, Attitudes and Knowledge of Teachers

It would be a big help to have an aide to meet the wide range of students' abilities and needs.

(F090.5% N71.7%)

Section Rank 1
Overall Rank 15

X144	Y144 COUNT / ROW PCT / COL PCT / TOT PCT	NEED HELP	WOULD LIKE HELP	PROBABLY CAPABLE	PRESENTLY CAPABLE	ROW TOTAL
	0	1 / 100.0 / 50.0 / 1.9	0 / 0.0 / 0.0 / 0.0	0 / 0.0 / 0.0 / 0.0	0 / 0.0 / 0.0 / 0.0	1 / 1.9
NEVER	4.00	0 / 0.0 / 0.0 / 0.0	2 / 50.0 / 7.7 / 3.8	1 / 25.0 / 12.5 / 1.9	1 / 25.0 / 20.0 / 1.9	4 / 7.5
OCASIONALLY	5.00	1 / 5.0 / 50.0 / 1.9	1 / 5.0 / 8.3 / 1.9	10 / 50.0 / 38.5 / 18.9	6 / 30.0 / 75.0 / 11.3	2 / 10.0 / 40.0 / 3.8	20 / 37.7
FREQUENTLY	6.00	0 / 0.0 / 0.0 / 0.0	11 / 39.3 / 91.7 / 20.8	14 / 50.0 / 53.8 / 26.4	1 / 3.6 / 12.5 / 1.9	2 / 7.1 / 40.0 / 3.8	28 / 52.8
	COLUMN TOTAL	2 / 3.8	12 / 22.6	26 / 49.1	8 / 15.1	5 / 9.4	53 / 100.0

NUMBER OF MISSING OBSERVATIONS = 15

A new student comes in mid-year. He is 14 years old, hates school, and can't read. How does one accomodate him?

(F080.0% N64.0%)

Section Rank 2
Overall Rank 29

X004	Y004 COUNT / ROW PCT / COL PCT / TOT PCT	NEED HELP	WOULD LIKE HELP	PROBABLY CAPABLE	PRESENTLY CAPABLE	ROW TOTAL
	-6	1 / 50.0 / 100.0 / 2.0	0 / 0.0 / 0.0 / 0.0	1 / 50.0 / 4.5 / 2.0	0 / 0.0 / 0.0 / 0.0	0 / 0.0 / 0.0 / 0.0	2 / 4.0
NEVER	4.00	0 / 0.0 / 0.0 / 0.0	1 / 12.5 / 10.0 / 2.0	4 / 50.0 / 18.2 / 8.0	3 / 37.5 / 33.3 / 6.0	0 / 0.0 / 0.0 / 0.0	8 / 16.0
OCASIONALLY	5.00	0 / 0.0 / 0.0 / 0.0	5 / 17.2 / 50.0 / 10.0	14 / 48.3 / 63.6 / 28.0	5 / 17.2 / 55.6 / 10.0	5 / 17.2 / 62.5 / 10.0	29 / 58.0
FREQUENTLY	6.00	0 / 0.0 / 0.0 / 0.0	4 / 36.4 / 40.0 / 8.0	3 / 27.3 / 13.6 / 6.0	1 / 9.1 / 11.1 / 2.0	3 / 27.3 / 37.5 / 6.0	11 / 22.0
	COLUMN TOTAL	1 / 2.0	10 / 20.0	22 / 44.0	9 / 18.0	8 / 16.0	50 / 100.0

NUMBER OF MISSING OBSERVATIONS = 18

Activities Teachers (Music, Science, Physical Education, Art) need to plan more effective lessons - see class at a minimum of twice a month, i.e. every other week.

(F087.9% N63.4%)

Section Rank 3
Overall Rank 34

X077	Y077	NEED HELP -0	NEED HELP 2.00	WOULD LIKE HELP 3.00	PROBABLY CAPABLE 5.00	PRESENTLY CAPABLE 6.00	ROW TOTAL
-0	COUNT	1	0	0	0	0	1
	ROW PCT	100.0	0	0	0	0	2.4
	COL PCT	33.3	0	0	0	0	
	TOT PCT	2.4	0	0	0	0	
NEVER 4.00	COUNT	2	0	0	0	2	4
	ROW PCT	50.0	0	0	0	50.0	9.8
	COL PCT	66.7	0	0	0	25.0	
	TOT PCT	4.9	0	0	0	4.9	
OCASIONALLY 5.00	COUNT	0	1	5	1	2	9
	ROW PCT	0	11.1	55.6	11.1	22.2	22.0
	COL PCT	0	7.7	38.5	25.0	25.0	
	TOT PCT	0	2.4	12.2	2.4	4.9	
FREQUENTLY 6.00	COUNT	0	12	8	3	4	27
	ROW PCT	0	44.4	29.6	11.1	14.8	65.9
	COL PCT	0	92.3	61.5	75.0	50.0	
	TOT PCT	0	29.3	19.5	7.3	9.8	
COLUMN TOTAL		3	13	13	4	8	41
		7.3	31.7	31.7	9.8	19.5	100.0

NUMBER OF MISSING OBSERVATIONS = 27

No accurate nor detailed records are kept on the students. They often move within the city and such records would be helpful. Also, brief comments by the teachers would help.

(F094.0% N58.0%)

Section Rank 4
Overall Rank 58

X131	Y131	NEED HELP -0	NEED HELP 2.00	WOULD LIKE HELP 3.00	PROBABLY CAPABLE 5.00	PRESENTLY CAPABLE 6.00	ROW TOTAL
NEVER 4.00	COUNT	1	0	1	0	1	3
	ROW PCT	33.3	0	33.3	0	33.3	6.0
	COL PCT	100.0	0	4.8	0	9.1	
	TOT PCT	2.0	0	2.0	0	2.0	
OCASIONALLY 5.00	COUNT	0	2	9	8	5	24
	ROW PCT	0	8.3	37.5	33.3	20.8	48.0
	COL PCT	0	25.0	42.9	88.9	45.5	
	TOT PCT	0	4.0	18.0	16.0	10.0	
FREQUENTLY 6.00	COUNT	0	6	11	1	5	23
	ROW PCT	0	26.1	47.8	4.3	21.7	46.0
	COL PCT	0	75.0	52.4	11.1	45.5	
	TOT PCT	0	12.0	22.0	2.0	10.0	
COLUMN TOTAL		1	8	21	9	11	50
		2.0	16.0	42.0	18.0	22.0	100.0

NUMBER OF MISSING OBSERVATIONS = 18

Other teachers feel that because there are two teachers in a bilingual classroom that whenever they want to leave the room, one of the teachers, bilingual, can come running.

(F067.4% N51.2%)

Section Rank 5
Overall Rank 94

X136	Y136 -0	NEED HELP 2.00	WOULD LIKE HELP 3.00	PROBABLY CAPABLE 5.00	PRESENTLY CAPABLE 6.00	ROW TOTAL
-0	0 0 0 0	0 0 0 0	0 0 0 0	0 0 0 0	1 100.0 8.3 2.3	1 2.3
NEVER 4.00	3 23.1 100.0 7.0	1 7.7 14.3 2.3	1 7.7 6.7 2.3	1 7.7 16.7 2.3	7 53.8 58.3 16.3	13 30.2
OCASIONALLY 5.00	0 0 0 0	0 0 0 0	9 52.9 60.0 20.9	5 29.4 83.3 11.6	3 17.6 25.0 7.0	17 39.5
FREQUENTLY 6.00	0 0 0 0	6 50.0 85.7 14.0	5 41.7 33.3 11.6	0 0 0 0	1 8.3 8.3 2.3	12 27.9
COLUMN TOTAL	3 7.0	7 16.3	15 34.9	6 14.0	12 27.9	43 100.0

NUMBER OF MISSING OBSERVATIONS = 25

There is a wide range of abilities. It is difficult to meet all the students' needs.

(F093.4% N49.2%)

Section Rank 6
Overall Rank 105

X123	Y123 -0	NEED HELP 2.00	WOULD LIKE HELP 3.00	PROBABLY CAPABLE 5.00	PRESENTLY CAPABLE 6.00	COL TOTAL
-0	2 100.0 66.7 3.3	0 0 0 0	0 0 0 0	0 0 0 0	0 0 0 0	2 3.3
NEVER 4.00	0 0 0 0	0 0 0 0	2 100.0 11.1 3.3	0 0 0 0	0 0 0 0	2 3.3
OCASIONALLY 5.00	1 4.3 33.3 1.6	[illegible] [illegible] [illegible] 1.6	9 39.1 50.0 14.8	6 26.1 42.9 9.8	6 26.1 42.9 9.8	23 37.7
FREQUENTLY 6.00	0 0 0 0	11 32.4 91.7 18.0	7 20.6 38.9 11.5	8 23.5 57.1 13.1	8 23.5 57.1 13.1	34 55.7
COLUMN TOTAL	3 4.9	12 19.7	18 29.5	14 23.0	14 23.0	61 100.0

NUMBER OF MISSING OBSERVATIONS = 7

A class of 24 sixth graders arrives in September. Only 4 read at grade level. The others read all the way from Kindergarten on up. How does one teach social studies and science to this group?

(F081.6% N49.0%)

Section Rank 7
Overall Rank 106

X005 \ Y035 (COUNT / ROW PCT / COL PCT / TOT PCT)	NEED HELP -0	WOULD LIKE HELP 2.00	PROBABLY CAPABLE 3.00	PRESENTLY CAPABLE 5.00	6.00	ROW TOTAL
-0	1 / 100.0 / 50.0 / 2.0	0 / 0 / 0 / 0	0 / 0 / 0 / 0	0 / 0 / 0 / 0	0 / 0 / 0 / 0	1 / 2.0
4.00 NEVER	0 / 0 / 0 / 0	0 / 0 / 0 / 0	1 / 12.5 / 7.7 / 2.0	4 / 50.0 / 33.3 / 8.2	3 / 37.5 / 25.0 / 5.9	8 / 15.7
5.00 OCASIONALLY	0 / 0 / 0 / 0	2 / 18.2 / 16.7 / 3.9	2 / 18.2 / 15.4 / 3.9	3 / 27.3 / 25.0 / 5.9	4 / 36.4 / 33.3 / 7.8	11 / 21.6
6.00 FREQUENTLY	1 / 3.2 / 50.0 / 2.0	11 / 35.5 / 67.3 / 19.6	10 / 32.3 / 76.9 / 19.6	5 / 16.1 / 41.7 / 9.8	5 / 16.1 / 41.7 / 9.8	31 / 60.8
COLUMN TOTAL	2 / 3.9	12 / 23.5	13 / 25.5	12 / 23.5	12 / 23.5	51 / 100.0

NUMBER OF MISSING OBSERVATIONS = 17

A 15 year old boy reads only primer level and does only basic addition and subtraction, lacks motivation for 4 1/2 of 5 hours a day. He is always very disruptive except when he is sleeping. Sleeps about 1 hour every other day in class.

(F065.2% N45.6%)

Section Rank 8
Overall Rank 126

X041 \ Y041 (COUNT / ROW PCT / COL PCT / TOT PCT)	NEED HELP -0	WOULD LIKE HELP 2.00	PROBABLY CAPABLE 3.00	PRESENTLY CAPABLE 5.00	6.00	ROW TOTAL
-0	1 / 100.0 / 20.0 / 2.2	0 / 0 / 0 / 0	0 / 0 / 0 / 0	0 / 0 / 0 / 0	0 / 0 / 0 / 0	1 / 2.2
4.00 NEVER	3 / 20.0 / 60.0 / 6.5	0 / 0 / 0 / 0	5 / 33.3 / 33.3 / 10.9	2 / 13.3 / 25.0 / 4.3	5 / 33.3 / 41.7 / 10.9	15 / 32.6
5.00 OCASIONALLY	1 / 4.2 / 20.0 / 2.2	4 / 16.7 / 66.7 / 8.7	9 / 37.5 / 60.0 / 19.6	4 / 16.7 / 50.0 / 8.7	6 / 25.0 / 50.0 / 13.0	24 / 52.2
6.00 FREQUENTLY	0 / 0 / 0 / 0	2 / 33.3 / 33.3 / 4.3	1 / 16.7 / 6.7 / 2.2	2 / 33.3 / 25.0 / 4.3	1 / 16.7 / 8.3 / 2.2	6 / 13.0
COLUMN TOTAL	5 / 10.9	6 / 13.0	15 / 32.6	8 / 17.4	12 / 26.1	46 / 100.0

NUMBER OF MISSING OBSERVATIONS = 22

There is no testing system by which a new student can be tested and put into a reading or math group quickly.

(F083.1% N43.4%)

Section Rank 9
Overall Rank 143

X019	Y019 -0	NEED HELP 2.00	WOULD LIKE HELP 3.00	PROBABLY CAPABLE 5.00	PRESENTLY CAPABLE 6.00	ROW TOTAL
0	0 0 0 0	1 100.0 6.7 1.9	0 0 0 0	0 0 0 0	0 0 0 0	1 1.9
NEVER 4.00	1 12.5 33.3 1.9	0 0 0 0	1 12.5 12.5 1.9	2 25.0 15.4 3.8	4 50.0 28.6 7.5	8 15.1
OCASIONALLY 5.00	0 0 0 0	5 27.8 33.3 9.4	4 22.2 50.0 7.5	3 16.7 23.1 5.7	6 33.3 42.9 11.3	18 34.0
FREQUENTLY 6.00	2 7.7 66.7 3.8	9 34.6 60.0 17.0	3 11.5 37.5 5.7	8 30.8 61.5 15.1	4 15.4 28.6 7.5	26 49.1
COLUMN TOTAL	3 5.7	15 28.3	8 15.1	13 24.5	14 26.4	53 100.0

NUMBER OF MISSING OBSERVATIONS = 15

Class Plan: Most teachers in Bilingual/ Bicultural Programs have a minimum of two subjects and two different grade levels to prepare for; of which each individual class has 3 or 4 academic levels. How could someone prepare an effective lesson for these classes?

(F076.2% N38.0%)

Section Rank 10
Overall Rank 162

X210	Y210 -0	NEED HELP 2.00	WOULD LIKE HELP 3.00	PROBABLY CAPABLE 5.00	PRESENTLY CAPABLE 6.00	ROW TOTAL
-0	4 100.0 40.0 9.5	0 0 0 0	0 0 0 0	0 0 0 0	0 0 0 0	4 9.5
NEVER 4.00	3 50.0 30.0 7.1	0 0 0 0	1 16.7 12.5 2.4	0 0 0 0	2 33.3 20.0 4.8	6 14.3
OCASIONALLY 5.00	2 16.7 20.0 4.8	0 0 0 0	1 8.3 12.5 2.4	5 41.7 83.3 11.9	4 33.3 40.0 9.5	12 28.6
FREQUENTLY 6.00	1 5.0 10.0 2.4	8 40.0 100.0 19.0	6 30.0 75.0 14.3	1 5.0 16.7 2.4	4 20.0 40.0 9.5	20 47.6
COLUMN TOTAL	10 23.8	8 19.0	8 19.0	6 14.3	10 23.8	42 100.0

NUMBER OF MISSING OBSERVATIONS = 26

Classroom management: Good use of materials, motivation techniques.

(F088.9% N35.5%)

Section Rank 11
Overall Rank 175

X097	Y097 -0	NEED HELP 2.00	WOULD LIKE HELP 3.00	PROBABLY CAPABLE 5.00	PRESENTLY CAPABLE 6.00	ROW TOTAL
-0	1 100.0 50.0 2.2	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	1 2.2
NEVER 4.00	0 0.0 0.0 0.0	0 0.0 0.0 0.0	2 50.0 20.0 4.4	1 25.0 7.7 2.2	1 25.0 7.1 2.2	4 8.9
OCASIONALLY 5.00	0 0.0 0.0 0.0	1 4.8 16.7 2.2	8 38.1 30.0 17.8	8 38.1 61.5 17.8	4 19.0 28.6 8.9	21 46.7
FREQUENTLY 6.00	1 5.9 50.0 2.2	5 29.4 83.3 11.1	0 0.0 0.0 0.0	4 23.5 31.0 8.9	9 52.9 64.3 20.0	19 42.2
COLUMN TOTAL	2 4.4	6 13.3	10 22.2	13 28.9	14 31.1	45 100.0

NUMBER OF MISSING OBSERVATIONS = 23

In the math class a few students cannot understand the concept being presented.

(F087.3% N27.3%)

Section Rank 12
Overall Rank 206

X031	Y031 -0	NEED HELP 2.00	WOULD LIKE HELP 3.00	PROBABLY CAPABLE 5.00	PRESENTLY CAPABLE 6.00	ROW TOTAL
-0	1 100.0 33.3 1.8	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	1 1.8
NEVER 4.00	1 16.7 33.3 1.8	0 0.0 0.0 0.0	0 0.0 0.0 0.0	2 33.3 11.1 3.6	3 50.0 15.8 5.5	6 10.9
OCASIONALLY 5.00	1 3.1 33.3 1.8	0 0.0 0.0 0.0	8 25.0 66.7 14.5	12 37.5 66.7 21.8	11 34.4 57.9 20.0	32 58.2
FREQUENTLY 6.00	0 0.0 0.0 0.0	3 18.8 100.0 5.5	4 25.0 33.3 7.3	4 25.0 22.2 7.3	5 31.3 26.3 9.1	16 29.1
COLUMN TOTAL	3 5.5	3 5.5	12 21.8	18 32.7	19 34.5	55 100.0

NUMBER OF MISSING OBSERVATIONS = 13

Grade Level Spread: I usually split the class up into groups so that the faster students are not slowed down, and the slower students don't get lost.

(F082.0% N7.7%)

Section Rank 13
Overall Rank 234

X231	Y231 (COUNT / ROW PCT / COL PCT / TOT PCT)	NEED HELP -0	WOULD LIKE HELP 2.00	PROBABLY CAPABLE 3.00	PRESENTLY CAPABLE 5.00	PRESENTLY CAPABLE 6.00	ROW TOTAL
	-0	2 100.0 50.0 5.1	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	2 5.1
NEVER	4.00	0 0.0 0.0 0.0	0 0.0 0.0 0.0	1 20.0 50.0 2.6	2 40.0 18.2 5.1	2 40.0 9.5 5.1	5 12.8
OCASIONALLY	5.00	0 0.0 0.0 0.0	1 10.0 100.0 2.6	1 10.0 50.0 2.6	4 40.0 36.4 10.3	4 40.0 19.0 10.3	10 25.6
FREQUENTLY	6.00	2 9.1 50.0 5.1	0 0.0 0.0 0.0	0 0.0 0.0 0.0	5 22.7 45.5 12.8	15 68.2 71.4 38.5	22 56.4
	COLUMN TOTAL	4 10.3	1 2.6	2 5.1	11 28.2	21 53.8	39 100.0

NUMBER OF MISSING OBSERVATIONS = 29

Consultant Analysis

Twenty six (26) out of the above 39 statements are related to problems common to school administration and policy. They express the concern of the teachers about conditions over which they have no power or control. A good example is statement #40 "workmen putting in windows during class time, as long as one to one and one-half hours. This has happened four or five times throughout the year."

Thirteen (13) statements are directly related to the skills, attitudes, and knowledge of teachers. These statements show that the teachers lack training in the skills necessary for the individualization of the educational process. We get the impression that they consider that the way to work with students is by keeping them as a homogeneous group.... The following statement is an example of a teacher who understands the situation and is trying to cope with it:

> Grade Level Spread: I usually split the class up into groups so that the faster students are not slowed down, and the slower students don't get lost. (231)

Elaboration and Conclusion

"A great number of the problems faced by the teachers in Holyoke stem from the nature and expectations imbedded in the school system, and are not the unique product of the confrontation of two ethnic or culturally different groups," the consultants have observed. Some of the problems teachers face in the classroom, according to the consultants, can be traced to administrative policies. It is crucial to point out that all 26 items which the consultants have included in this cluster were statistically prominent. In all but one case 55.8% or more of the teachers responded affirmatively, making it safe to conclude that the 39 statements are descriptive of the assessment which teachers make of administrative placement procedures. The purpose of this project has never been to analyze or to make recommendations on administrative policies, however, but to focus on the teacher and the areas in which teacher capability might be improved. No analysis has been made, therefore, of the administrative procedures which lie behind the teacher's statements in this section. To the extent that administrative policies do have an effect on the teachers and their perceptions of their work, on the other hand, it is necessary to comment further on this cluster of statements, focusing on the teachers' responses to their working conditions.

Teachers agree that their classrooms have a "mixed" quality, and that to one degree or another this heterogeneous mixture is a violation of what the classroom must be for optimal teaching. Expecting that their classrooms of 20-30 students would have been grouped according to various criteria such as age, ability, achievement level, language dominance, and emtional maturity, the teachers are suddenly faced with

the question, as worded by one interviewed teacher, "Am I going to deal with all or some of them? And, if some of them, which? and, if all, how?" The data concur at this first level: teachers do not consider themselves prepared for such a mixture of students.

If the grouping is not done by administrative placement officials, prior to the teacher's entering the classroom, then Holyoke teachers have definite needs. The teacher who has come to expect a degree of homogeneity as a prerequisite to good teaching will be in trouble, judging by the responses made by the sampled teachers now in the classroom. The consultants have observed that ". . .the teachers lack training in the skills necessary for the individualization of the educational process." Teachers agree, according to the data available data. Moreover, analysis of the interviews revealed that a great number of teachers attribute their lack of preparation to their own past experiences. They reported that they did not grow up in schools like the ones in which they were presently teaching, and since they did their student teaching in laboratory schools connected with area universities (attended by the proverbial "professor's son"), or in schools in such cities as Northampton, they had never before encountered such a wide diversity of students in one classroom.* Due to the

---

*This project has not ascertained if the mixed quality is found in all classrooms in Holyoke, or if it is limited to those teachers who teach Spanish-speaking children, but the consistency of responses on this issue indicates that there is a number of teachers who regularly teach in classrooms in which there are large spans of interest, ability, and age.

mobility of students, poor attendance, and lack of support from the parents (these topics to be analyzed in subsequent sections), more variables are introduced bringing about even more heterogeneity.

The teachers' need to have new skills can be documented even further. Six out of the 48 needs contained in Instrument #2 dealt with diagnosis and prescription (see appendix B). Since all six of these items appear in the top 16 of the rank-ordered statements, it is clearly demonstrated that teachers do not consider themselves capable of prescribing suitable learning experiences without some form of diagnostic testing. The data shows that teachers consistently ask for the means to put their classrooms into order, group and schedule their children according to their various abilities and interests, and evaluate the whole instructional process to see how well they are doing. The teacher statements contained in this section describe the confusion teachers face without assessment materials and skills.

Description of Teacher Needs

2. School and Classroom - Interference from Cultural Background

This section includes 41 teacher statements which are related to the first section (classroom situation, school administration and policy), but where the cultural backgrounds of the students interfere with the situation. It is a mixed category where the problems presented in the first section are focused with reference to the bilingual program.

What Teachers Expect

The teacher's decisions about where it is best to lead the child in the next stage of his/her development must begin with clear assessments of the individual student's ability and interest.

It is to be expected that the teachers are not solely responsible for placement and grouping of children.

It is normal for school systems to provide a curriculum for their students, and for the school systems to draw up guidelines for the sequence and emphasis of that curriculum.

Making clear decisions about language learning and cultural maintenance and/or assimilation requires clear guidelines for the teacher.

It is to be expected that schools have clear guidelines for placing students into bilingual programs, and for deciding when those students should be put into the regular classroom.

There must be clear instructional criteria for placement, rather than allowing secretaries, parents, or colleagues to make these decisions for the teacher.

There should be clear, sequential instructional guides for both English and Bilingual programs.

Schools should be staffed with specialized personnel (bilingual counselors, tutors, etc.) who are able to deal with problems not related to actual class work, i.e., discipline, emotional problems, testing for special needs, etc.

Students should be able to work competently in at least one language.

It is normally expected that students enroll in the fall, and they attend school regularly until the following spring.

Students should come to school regularly and on time.

Students are expected to maintain a degree of self-control so that classes may run smoothly.

Students should be healthy and hyngenic.

What Teachers Report -- School and Classroom: Interference from Cultural Background

Small children often seem to have perceptual and motor skill difficulties. They need to be tested by a Spanish speaking person or we need to be trained to spot children with these problems.

(F086.5% N82.7%)

Section Rank 1
Overall Rank 2

X152	Y152	NEED HELP (2.00)	WOULD LIKE HELP (3.00)	PROBABLY CAPABLE (5.00)	PRESENTLY CAPABLE (6.00)	ROW TOTAL
	-0	1 100.0 50.0 1.9	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	1 1.9
NEVER	4.00	1 16.7 50.0 1.9	3 50.0 13.0 5.8	2 33.3 40.0 3.8	0 0.0 0.0 0.0	6 11.5
OCASIONALLY	5.00	0 0.0 0.0 0.0	5 22.7 21.7 9.6	12 54.5 60.0 23.1	4 18.2 80.0 7.7	1 50.0 1.9	22 42.3
FREQUENTLY	6.00	0 0.0 0.0 0.0	15 65.2 65.2 28.8	6 26.1 30.0 11.5	1 4.3 20.0 1.9	1 4.3 50.0 1.9	23 44.2
COLUMN TOTAL		2 3.8	23 44.2	20 38.5	5 9.6	2 3.8	52 100.0

NUMBER OF MISSING OBSERVATIONS = 16

A lack of a test to determine those who enter the bilingual program. A lack of a test to determine who leaves the bilingual program. No single bilingual report card. No bilingual curriculum. Need more support from parents in problems of discipline.

(F088.2% N78.4%)

Section Rank 2
Overall Rank 3

X099	Y099	NEED HELP (2.00)	WOULD LIKE HELP (3.00)	PROBABLY CAPABLE (5.00)	PRESENTLY CAPABLE (6.00)	ROW TOTAL
	-0	1 100.0 50.0 2.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	1 2.0
NEVER	4.00	1 20.0 50.0 2.0	1 20.0 5.0 2.0	1 20.0 5.0 2.0	2 40.0 100.0 3.9	5 9.8
OCASIONALLY	5.00	0 0.0 0.0 0.0	1 10.0 5.0 2.0	8 80.0 40.0 15.7	1 10.0 14.3 2.0	0 0.0 0.0 0.0	10 19.6
FREQUENTLY	6.00	0 0.0 0.0 0.0	19 51.4 91.0 35.3	11 31.4 55.0 21.6	6 17.1 85.7 11.8	0 0.0 0.0 0.0	35 68.6
COLUMN TOTAL		2 3.9	21 39.2	20 39.2	7 13.7	2 3.9	51 100.0

NUMBER OF MISSING OBSERVATIONS = 17

There are no counselors for Spanish speaking children.

(F086.0% N78.0%)

Section Rank 3
Overall Rank 4

X087	Y087	NEED HELP -0	WOULD LIKE HELP 2.00	PROBABLY CAPABLE 3.00	PRESENTLY CAPABLE 5.00	PRESENTLY CAPABLE 6.00	ROW TOTAL
-0	COUNT	1	1	0	0	0	2
	ROW PCT	50.0	50.0	0	0	0	4.0
	COL PCT	50.0	4.8	0	0	0	
	TOT PCT	2.0	2.0	0	0	0	
4.00 NEVER	COUNT	1	1	1	0	2	5
	ROW PCT	20.0	20.0	20.0	0	40.0	10.0
	COL PCT	50.0	4.8	5.6	0	50.0	
	TOT PCT	2.0	2.0	2.0	0	4.0	
5.00 OCASIONALLY	COUNT	6	2	6	3	1	18
	ROW PCT	0	16.7	50.0	25.0	8.3	24.0
	COL PCT	0	9.5	33.3	60.0	25.0	
	TOT PCT	0	4.0	12.0	6.0	2.0	
6.00 FREQUENTLY	COUNT	0	17	11	2	1	31
	ROW PCT	0	54.8	35.5	6.5	3.2	62.0
	COL PCT	0	81.0	61.1	40.0	25.0	
	TOT PCT	0	34.0	22.0	4.0	2.0	
COLUMN TOTAL		2	21	18	5	4	50
		4.0	42.0	36.0	10.0	8.0	100.0

NUMBER OF MISSING OBSERVATIONS = 18

Sequential Curriculum: There is no bilingual curriculum in Holyoke.

(F079.5% N76.9%)

Section Rank 4
Overall Rank 5

X095	Y095	NEED HELP -0	WOULD LIKE HELP 2.00	PROBABLY CAPABLE 3.00	PRESENTLY CAPABLE 5.00	PRESENTLY CAPABLE 6.00	ROW TOTAL
-0	COUNT	2	0	0	0	0	2
	ROW PCT	100.0	0	0	0	0	5.1
	COL PCT	50.0	0	0	0	0	
	TOT PCT	5.1	0	0	0	0	
4.00 NEVER	COUNT	1	1	2	0	2	6
	ROW PCT	16.7	16.7	33.3	0	33.3	15.4
	COL PCT	25.0	4.5	25.0	0	50.0	
	TOT PCT	2.6	2.6	5.1	0	5.1	
5.00 OCASIONALLY	COUNT	0	0	2	1	1	4
	ROW PCT	0	0	50.0	25.0	25.0	10.3
	COL PCT	0	0	25.0	100.0	25.0	
	TOT PCT	0	0	5.1	2.6	2.6	
6.00 FREQUENTLY	COUNT	1	21	4	0	1	27
	ROW PCT	3.7	77.8	14.8	0	3.7	69.2
	COL PCT	25.0	95.5	50.0	0	25.0	
	TOT PCT	2.6	53.8	10.3	0	2.6	
COLUMN TOTAL		4	22	8	1	4	39
		10.3	56.4	20.5	2.6	10.3	100.0

NUMBER OF MISSING OBSERVATIONS = 29

Reading series could be more interesting and relevant. There is no social studies series. There is no science series. There is almost total segregation of bilingual students. No achievement tests are available to bilingual classes.

(F083.7% N75.5%)

Section Rank 5
Overall Rank 6

X099	Y098 NEED HELP	WOULD LIKE HELP	PROBABLY CAPABLE	PRESENTLY CAPABLE	ROW TOTAL
-0	2 100.0 66.7 4.1	0 0 0 0	0 0 0 0	0 0 0 0	2 4.1
4.00 NEVER	1 16.7 33.3 2.0	2 33.3 11.1 4.1	0 0 0 0	1 16.7 33.3 2.0	6 12.2
5.00 OCASIONALLY	0 0 0 0	2 16.7 10.5 4.1	5 41.7 27.8 10.2	4 33.3 66.7 8.2	1 8.3 33.3 2.0	12 24.5
6.00 FREQUENTLY	0 0 0 0	15 51.7 78.9 30.6	11 37.9 61.1 22.4	2 6.9 33.3 4.1	1 3.4 33.3 2.0	29 59.2
COLUMN TOTAL	3 6.1	19 38.8	18 36.7	6 12.2	3 6.1	49 100.0

NUMBER OF MISSING OBSERVATIONS = 19

Students are registered in the school by aides or secretaries. The are placed in bilingual classes at times simply because their parents speak Spanish. They are never tested.

(F084.3% N74.6%)

Section Rank 6
Overall Rank 10

X145	Y145 NEED HELP	WOULD LIKE HELP	PROBABLY CAPABLE	PRESENTLY CAPABLE	ROW TOTAL
-0	1 100.0 50.0 2.0	0 0 0 0	0 0 0 0	0 0 0 0	1 2.0
4.00 NEVER	1 14.3 50.0 2.0	0 0 0 0	2 28.6 10.5 3.9	2 28.6 25.0 3.9	2 28.6 66.7 3.9	7 13.7
5.00 OCASIONALLY	0 0 0 0	1 7.7 5.3 2.0	8 61.5 42.1 15.7	4 30.8 50.0 7.8	0 0 0 0	13 25.5
6.00 FREQUENTLY	0 0 0 0	13 60.0 94.7 35.3	9 30.0 47.4 17.6	2 6.7 25.0 3.9	1 3.3 33.3 2.0	30 58.8
COLUMN TOTAL	2 3.9	19 37.3	19 37.3	8 15.7	3 5.9	51 100.0

NUMBER OF MISSING OBSERVATIONS = 17

No research on language (grammatical) structure of Puerto Rican children.

(F070.3% N74.0%)

Section Rank 7
Overall Rank 12

X146 \ Y146 (COUNT / ROW PCT / COL PCT / TOT PCT)	-0	2.00 NEED HELP	3.00 WOULD LIKE HELP	5.00 PROBABLY CAPABLE	6.00 PRESENTLY CAPABLE	ROW TOTAL
-0	1 100.0 33.3 3.7	0 0 0 0	0 0 0 0	0 0 0 0	0 0 0 0	1 3.7
4.00 NEVER	2 28.6 66.7 7.4	1 14.3 12.5 3.7	1 14.3 8.3 3.7	0 0 0 0	3 42.9 100.0 11.1	7 25.9
5.00 OCASIONALLY	0 0 0 0	1 14.3 12.5 3.7	5 71.4 41.7 18.5	1 14.3 100.0 3.7	0 0 0 0	7 25.9
6.00 FREQUENTLY	0 0 0 0	6 50.0 75.0 22.2	6 50.0 50.0 22.2	0 0 0 0	0 0 0 0	12 44.4
COLUMN TOTAL	3 11.1	8 29.6	12 44.4	1 3.7	3 11.1	27 100.0

NUMBER OF MISSING OBSERVATIONS = 41

There are no set guidelines for putting a child in or getting him out of a bilingual classroom. A Spanish last name will do it. We had a child who learned to speak Spanish while in the bilingual room and is still there three years later.

(F080.5% N71.7%)

Section Rank 8
Overall Rank 16

Q090 \ YQ90 (COUNT / ROW PCT / COL PCT / TOT PCT)	-0	2.00 NEED HELP	3.00 WOULD LIKE HELP	5.00 PROBABLY CAPABLE	6.00 PRESENTLY CAPABLE	ROW TOTAL
-0	3 60.0 60.0 6.5	1 20.0 5.3 2.2	1 20.0 7.1 2.2	0 0 0 0	0 0 0 0	5 10.9
4.00 NEVER	1 25.0 20.0 2.2	0 0 0 0	1 25.0 7.1 2.2	1 25.0 16.7 2.2	1 25.0 50.0 2.2	4 8.7
5.00 OCASIONALLY	1 7.7 20.0 2.2	0 0 0 0	6 46.2 42.9 13.0	5 38.5 83.3 10.9	1 7.7 50.0 2.2	13 28.3
6.00 FREQUENTLY	0 0 0 0	18 75.0 94.7 39.1	6 25.0 42.9 13.0	0 0 0 0	0 0 0 0	24 52.2
COLUMN TOTAL	5 10.9	19 41.3	14 30.4	6 13.0	2 4.3	46 100.0

NUMBER OF MISSING OBSERVATIONS = 22

Children need equipment to develop motor skills, especially the boys.

(F085.1% N70.2%)

Section Rank 9
Overall Rank 17

X153 \ Y153 (COUNT / ROW PCT / COL PCT / TOT PCT)	NEED HELP 2.00	WOULD LIKE HELP 3.00	PROBABLY CAPABLE 5.00	PRESENTLY CAPABLE 6.00	ROW TOTAL
0	2 / 100.0 / 50.0 / 4.3	0 / 0 / 0 / 0	0 / 0 / 0 / 0	0 / 0 / 0 / 0	2 / 4.3
NEVER 4.00	0 / 0 / 0 / 0	0 / 0 / 0 / 0	1 / 20.0 / 33.3 / 2.1	4 / 80.0 / 57.1 / 8.5	5 / 10.6
OCASIONALLY 5.00	6 / 46.1 / 15.4 / 13.0	8 / 61.5 / 44.4 / 17.0	1 / 7.7 / 33.3 / 2.1	2 / 15.4 / 28.6 / 4.3	13 / 27.7
FREQUENTLY 6.00	2 / 7.4 / 50.0 / 4.3	10 / 37.0 / 55.6 / 21.3	1 / 3.7 / 33.3 / 2.1	1 / 3.7 / 14.3 / 2.1	27 / 57.4
COLUMN TOTAL	4 / 8.5	15 / 31.9	18 / 38.3	3 / 6.4	7 / 14.9	47 / 100.0

NUMBER OF MISSING OBSERVATIONS = 21

Lack of text books appropriate to level of students.

(F089.1% N65.5%)

Section Rank 10
Overall Rank 25

X170 \ Y170 (COUNT / ROW PCT / COL PCT / TOT PCT)	NEED HELP 2.00	WOULD LIKE HELP 3.00	PROBABLY CAPABLE 5.00	PRESENTLY CAPABLE 6.00	ROW TOTAL
NEVER 4.00	1 / 16.7 / 100.0 / 1.8	1 / 16.7 / 6.3 / 1.8	0 / 0 / 0 / 0	4 / 66.7 / 44.0 / 7.3	6 / 10.9
OCASIONALLY 5.00	0 / 0 / 0 / 0	1 / 5.9 / 6.3 / 1.8	7 / 41.2 / 38.9 / 12.7	2 / 11.8 / 22.0 / 3.6	17 / 30.9
FREQUENTLY 6.00	0 / 0 / 0 / 0	14 / 43.8 / 87.5 / 25.5	13 / 40.6 / 65.0 / 23.6	4 / 12.5 / 40.0 / 7.3	32 / 58.2
COLUMN TOTAL	1 / 1.8	16 / 29.1	20 / 36.4	8 / 14.5	10 / 18.2	55 / 100.0

NUMBER OF MISSING OBSERVATIONS = 13

There are no Spanish speaking aids in the school. Therefore, bilingual teachers are sometimes taken from the classroom to interpret or translate.

(F088.9% N64.8%)

Section Rank 11
Overall Rank 26

X086	Y086	NEED HELP -0	WOULD LIKE HELP 2.00	PROBABLY CAPABLE 3.00	PRESENTLY CAPABLE 5.00	PRESENTLY CAPABLE 6.00	ROW TOTAL
NEVER	4.00	1 16.7 134.0 1.9	1 16.7 5.9 1.9	3 50.0 16.7 5.6	1 16.7 14.3 1.9	0 0 0 0	6 11.1
OCASIONALLY	5.00	0 0 0 0	0 0 0 0	6 37.5 33.3 11.1	4 25.0 57.1 7.4	6 37.5 54.5 11.1	16 29.6
FREQUENTLY	6.00	0 0 0 0	16 50.0 94.1 29.6	9 28.1 50.0 16.7	2 6.3 28.6 3.7	5 15.6 45.5 9.3	32 59.3
COLUMN TOTAL		1 1.9	17 31.5	18 33.3	7 13.0	11 20.4	54 100.0

NUMBER OF MISSING OBSERVATIONS = 14

A new student comes to the school. He is arbitrarily assigned to bilingual class or English class. He often is not properly placed. How can we place students better?

(F094.9% N63.8%)

Section Rank 12
Overall Rank 30

X093	Y093	NEED HELP -0	WOULD LIKE HELP 2.00	PROBABLY CAPABLE 3.00	PRESENTLY CAPABLE 5.00	PRESENTLY CAPABLE 6.00	ROW TOTAL
	-0	2 100.0 100.0 3.4	0 0 0 0	0 0 0 0	0 0 0 0	0 0 0 0	2 3.4
NEVER	4.00	0 0 0 0	0 0 0 0	0 0 0 0	0 0 0 0	1 100.0 12.5 1.7	1 1.7
OCASIONALLY	5.00	0 0 0 0	4 14.3 23.5 6.9	12 42.9 60.0 20.7	7 25.0 63.6 12.1	5 17.9 62.5 8.6	28 48.3
FREQUENTLY	6.00	0 0 0 0	13 46.4 76.5 22.4	8 29.6 40.0 13.8	4 14.8 36.4 6.9	2 7.4 25.0 3.4	27 46.6
COLUMN TOTAL		2 3.4	17 29.3	20 34.5	11 19.0	8 13.8	58 100.0

NUMBER OF MISSING OBSERVATIONS = 10

A fifth grade student exhibits extremely disruptive behavior in class every day. He appears to need special help. The school counselor does not speak Spanish. His mother says he is the same way at home. She can't control him either. What does one do?

(F083.6% N62.3%)

Section Rank 13
Overall Rank 39

X001	Y001: NEED HELP (-0)	WOULD LIKE HELP (2.1)	PROBABLY CAPABLE (3.7)	PRESENTLY CAPABLE (5.7)	(6.1)	ROW TOTAL
-0	1 50.0 100.0 1.6	0 0 0 0	0 0 0 0	0 0 0 0	1 50.0 12.5 1.6	2 3.3
NEVER 4.	0 0 0 0	2 25.0 13.7 3.2	0 0 0 0	1 12.5 7.1 1.6	5 62.5 62.5 8.2	8 13.1
OCASIONALLY 5.	0 0 0 0	5 17.2 33.7 8.2	13 44.8 56.5 21.3	9 31.0 64.3 14.8	2 6.9 25.0 3.3	29 47.5
FREQUENTLY 6.	0 0 0 0	8 36.4 53.3 13.1	10 45.5 43.5 16.4	4 18.2 28.6 6.5	0 0 0 0	22 36.1
COLUMN TOTAL	1 1.6	15 24.6	23 37.7	14 23.0	8 13.1	61 100.0

NUMBER OF MISSING OBSERVATIONS = 7

Cultural studies: How do you provide a classroom environment suitable to the cultural background?

(F076.5% N61.7%)

Section Rank 14
Overall Rank 43

X094	Y094: NEED HELP (-0)	WOULD LIKE HELP (2.00)	PROBABLY CAPABLE (3.00)	PRESENTLY CAPABLE (5.00)	(6.00)	ROW TOTAL
-0	1 100.0 50.0 2.1	0 0 0 0	0 0 0 0	0 0 0 0	0 0 0 0	1 2.1
NEVER 4.00	1 10.0 50.0 2.1	2 20.0 18.2 4.3	3 30.0 16.7 6.4	2 20.0 25.0 4.3	2 20.0 25.0 4.3	10 21.3
OCASIONALLY 5.00	0 0 0 0	4 14.8 36.4 8.5	13 48.1 72.2 27.7	6 22.2 75.0 12.8	4 14.8 50.0 8.5	27 57.4
FREQUENTLY 6.00	0 0 0 0	5 55.6 45.5 10.6	2 22.2 11.1 4.3	0 0 0 0	2 22.2 25.0 4.3	9 19.1
COLUMN TOTAL	2 4.3	11 23.4	18 38.3	8 17.0	8 17.0	47 100.0

NUMBER OF MISSING OBSERVATIONS = 21

It is impossible to find story books in Spanish or materials about Puerto Rico in Holyoke; the schools provide no materials like that.

(F071.8% N61.5%)

Section Rank 15
Overall Rank 44

X151	COUNT / ROW PCT / COL PCT / TOT PCT	NEED HELP -0	WOULD LIKE HELP 2.00	PROBABLY CAPABLE 3.00	PRESENTLY CAPABLE 5.00	6.00	ROW TOTAL
	-0	1 / 50.0 / 50.0 / 2.6	1 / 50.0 / 12.5 / 2.6	0 / 0 / 0 / 0	0 / 0 / 0 / 0	0 / 0 / 0 / 0	2 / 5.1
NEVER	4.00	1 / 11.1 / 50.0 / 2.6	0 / 0 / 0 / 0	1 / 11.1 / 6.3 / 2.6	3 / 33.3 / 50.0 / 7.7	4 / 44.4 / 57.1 / 10.3	9 / 23.1
OCASIONALLY	5.00	0 / 0 / 0 / 0	1 / 7.7 / 12.5 / 2.6	8 / 61.5 / 50.0 / 20.5	3 / 23.1 / 50.0 / 7.7	1 / 7.7 / 14.3 / 2.6	13 / 33.3
FREQUENTLY	6.00	0 / 0 / 0 / 0	6 / 40.0 / 75.0 / 15.4	7 / 46.7 / 43.8 / 17.9	0 / 0 / 0 / 0	2 / 13.3 / 28.6 / 5.1	15 / 38.5
	COLUMN TOTAL	2 / 5.1	8 / 20.5	16 / 41.0	6 / 15.4	7 / 17.9	39 / 100.0

NUMBER OF MISSING OBSERVATIONS = 29

67% turnover of students within the class in one school year. How can you insure continuity of instruction for them?

(F092.6% N61.1%)

Section Rank 16
Overall Rank 46

X002	COUNT / ROW PCT / COL PCT / TOT PCT	NEED HELP -0	WOULD LIKE HELP 2.00	PROBABLY CAPABLE 3.00	PRESENTLY CAPABLE 5.00	6.00	ROW TOTAL
	-0	2 / 100.0 / 100.0 / 3.7	0 / 0 / 0 / 0	0 / 0 / 0 / 0	0 / 0 / 0 / 0	0 / 0 / 0 / 0	2 / 3.7
NEVER	4.00	0 / 0 / 0 / 0	0 / 0 / 0 / 0	1 / 50.0 / 6.3 / 1.9	1 / 50.0 / 6.3 / 1.9	0 / 0 / 0 / 0	2 / 3.7
OCASIONALLY	5.00	0 / 0 / 0 / 0	3 / 14.3 / 23.1 / 5.6	9 / 42.9 / 56.3 / 16.7	7 / 33.3 / 43.8 / 13.0	2 / 9.5 / 66.7 / 3.7	21 / 38.9
FREQUENTLY	6.00	0 / 0 / 0 / 0	10 / 34.5 / 76.9 / 18.5	10 / 34.5 / 50.0 / 18.5	8 / 27.6 / 50.0 / 14.8	1 / 3.4 / 33.3 / 1.9	29 / 53.7
	COLUMN TOTAL	2 / 3.7	13 / 24.1	20 / 37.0	16 / 29.6	3 / 5.6	54 / 100.0

NUMBER OF MISSING OBSERVATIONS = 14

The first-graders need testing for perceptual and motor skill problems. We need to learn how to help them.

(F091.7% N60.5%)

Section Rank 17
Overall Rank 51

Y205

X205	COUNT / ROW PCT / COL PCT / TOT PCT	NEED HELP -0	WOULD LIKE HELP 2.00	PROBABLY 3.00	PRESENTLY CAPABLE 5.00	CAPABLE 6.00	ROW TOTAL
NEVER	4.00	2 / 50.0 / 100.0 / 4.2	0 / 0 / 0 / 0	0 / 0 / 0 / 0	1 / 25.0 / 9.1 / 2.1	1 / 25.0 / 16.7 / 2.1	4 / 8.3
OCASIONALLY	5.00	0 / 0 / 0 / 0	5 / 27.8 / 35.7 / 10.4	4 / 22.2 / 26.7 / 8.3	6 / 33.3 / 54.5 / 12.5	3 / 16.7 / 50.0 / 6.3	18 / 37.5
FREQUENTLY	6.00	0 / 0 / 0 / 0	9 / 34.6 / 64.3 / 18.8	11 / 42.3 / 73.3 / 22.9	4 / 15.4 / 36.4 / 8.3	2 / 7.7 / 33.3 / 4.2	26 / 54.2
COLUMN TOTAL		2 / 4.2	14 / 29.2	15 / 31.3	11 / 22.9	6 / 12.5	48 / 100.0

NUMBER OF MISSING OBSERVATIONS = 20

What can be done about children who are consistently absent or tardy?

(F090.0% N60.0%)

Section Rank 18
Overall Rank 52

Y035

X035	COUNT / ROW PCT / COL PCT / TOT PCT	NEED HELP -0	WOULD LIKE HELP 2.00	PROBABLY 3.00	PRESENTLY CAPABLE 5.00	CAPABLE 6.00	ROW TOTAL
	-0	2 / 100.0 / 50.0 / 3.3	0 / 0 / 0 / 0	0 / 0 / 0 / 0	0 / 0 / 0 / 0	0 / 0 / 0 / 0	2 / 3.3
NEVER	4.00	0 / 0 / 0 / 0	2 / 50.0 / 12.5 / 3.3	0 / 0 / 0 / 0	0 / 0 / 0 / 0	2 / 50.0 / 33.3 / 3.3	4 / 6.7
OCASIONALLY	5.00	2 / 6.5 / 50.0 / 3.3	3 / 9.7 / 18.8 / 5.0	13 / 41.9 / 65.0 / 21.7	10 / 32.3 / 76.9 / 16.7	3 / 9.7 / 42.9 / 5.0	31 / 51.7
FREQUENTLY	6.00	0 / 0 / 0 / 0	11 / 47.8 / 68.8 / 18.3	7 / 30.4 / 35.0 / 11.7	3 / 13.0 / 23.1 / 5.0	2 / 8.7 / 28.6 / 3.3	23 / 38.3
COLUMN TOTAL		4 / 6.7	16 / 26.7	20 / 33.3	13 / 21.7	7 / 11.7	60 / 100.0

NUMBER OF MISSING OBSERVATIONS = 8

On the premise that in the present education system all Spanish speaking children share certain special needs (most noticeable: language arts); these needs are not being met.

(F089.6% N58.3%)

Section Rank 19
Overall Rank 56

X184	Y184	NEED HELP -0	WOULD LIKE HELP 2.00	PROBABLY CAPABLE 3.00	PRESENTLY CAPABLE 5.00	PRESENTLY CAPABLE 6.00	ROW TOTAL
NEVER	4.00	0 0 0 0	1 20.0 8.3 2.1	0 0 0 0	0 0 0 0	4 80.0 50.0 8.3	5 10.4
OCASIONALLY	5.00	0 0 0 0	2 8.7 16.7 4.2	8 34.8 50.0 16.7	10 43.5 90.9 20.8	3 13.0 37.5 6.3	23 47.9
FREQUENTLY	6.00	1 5.0 100.0 2.1	9 45.0 75.0 18.8	8 40.0 50.0 16.7	1 5.0 9.1 2.1	1 5.0 12.5 2.1	20 41.7
COLUMN TOTAL		1 2.1	12 25.0	16 33.3	11 22.9	8 16.7	48 100.0

NUMBER OF MISSING OBSERVATIONS = 20

Six students out of a class of 25 are more than three years below grade level. Two are English dominant, four are Spanish dominant, four exhibit disruptive and anti-social behavior. How can they best be taught within the bilingual class? Do they belong there?

(F077.8% N55.5%)

Section Rank 20
Overall Rank 69

X100	Y100	NEED HELP -0	WOULD LIKE HELP 2.00	PROBABLY CAPABLE 3.00	PRESENTLY CAPABLE 5.00	PRESENTLY CAPABLE 6.00	ROW TOTAL
	-0	3 100.0 75.0 5.6	0 0 0 0	0 0 0 0	0 0 0 0	0 0 0 0	3 5.6
NEVER	4.00	1 11.1 25.0 1.9	3 33.3 18.8 5.6	1 11.1 7.1 1.9	3 33.3 21.4 5.6	1 11.1 16.7 1.9	9 16.7
OCASIONALLY	5.00	0 0 0 0	0 0 0 0	9 47.4 64.3 16.7	6 31.6 42.9 11.1	4 21.1 66.7 7.4	19 35.2
FREQUENTLY	6.00	0 0 0 0	13 56.5 81.3 24.1	4 17.4 28.6 7.4	5 21.7 35.7 9.3	1 4.3 16.7 1.9	23 42.6
COLUMN TOTAL		4 7.4	16 29.6	14 25.9	14 25.9	6 11.1	54 100.0

NUMBER OF MISSING OBSERVATIONS = 14

Twenty-four Fifth and Sixth graders arrive in September. They are assigned two teachers, one ESL and one bilingual. They must be grouped for instruction by language dominance and achievement level. How can this best be done? What kind of schedule and physical arrangements are needed? Which teacher teaches what subjects? In which language are subjects taught?

(F070.2% N54.0%)

Section Rank 21
Overall Rank 75

Y101

X101	NEED HELP -0	WOULD LIKE HELP 2.00	PROBABLY CAPABLE 3.00	PRESENTLY CAPABLE 5.00	PRESENTLY CAPABLE 6.00	ROW TOTAL
-0	1 100.0 50.0 2.7	0 0 0 0	0 0 0 0	0 0 0 0	0 0 0 0	2.7
NEVER 4.00	1 10.0 50.0 2.7	3 30.0 30.0 8.1	2 20.0 20.0 5.4	2 20.0 33.3 5.4	2 20.0 22.2 5.4	1 27.0
OCASIONALLY 5.00	0 0 0 0	2 16.7 20.0 5.4	5 41.7 50.0 13.5	1 8.3 16.7 2.7	4 33.3 44.4 10.8	12 32.4
FREQUENTLY 6.00	0 0 0 0	5 35.7 50.0 13.5	3 21.4 30.0 8.1	3 21.4 50.0 8.1	3 21.4 33.3 8.1	14 37.8
COLUMN TOTAL	2 5.4	10 27.0	10 27.0	6 16.2	9 24.3	37 100.0

NUMBER OF MISSING OBSERVATIONS = 31

It is difficult for me to decide where to place a child during promotion time... in a bilingual or regular English speaking grade. Even if the child does well in conversation, can he compete readily with those who have spoken English all their lives?

(F082.3% N52.9%)

Section Rank 22
Overall Rank 81

Y102

X102	NEED HELP -0	WOULD LIKE HELP 2.00	PROBABLY CAPABLE 3.00	PRESENTLY CAPABLE 5.00	PRESENTLY CAPABLE 6.00	ROW TOTAL
-0	1 100.0 50.0 2.6	0 0 0 0	0 0 0 0	0 0 0 0	0 0 0 0	2.6
NEVER 4.00	1 12.5 50.0 2.6	1 12.5 6.7 2.6	1 12.5 8.3 2.6	3 37.5 23.1 5.9	2 25.0 22.2 3.9	8 15.7
OCASIONALLY 5.00	0 0 0 0	2 13.6 22.2 5.9	7 31.8 58.3 18.4	7 31.8 53.8 18.4	5 22.7 55.6 13.2	22 43.1
FREQUENTLY 6.00	0 0 0 0	11 55.0 73.3 21.6	4 20.0 33.3 7.8	3 15.0 23.1 5.9	2 10.0 22.2 3.9	20 39.2
COLUMN TOTAL	2 3.9	15 29.4	12 23.5	13 25.5	9 17.6	51 100.0

NUMBER OF MISSING OBSERVATIONS = 17

What can be done for children who come to school with emotional problems which hinder their learning?

(F096.7% N52.5%)

Section Rank 23
Overall Rank 84

X032	Y032 (COUNT / ROW PCT / COL PCT / TOT PCT)	NEED HELP -0	WOULD LIKE HELP 2.00	PROBABLY CAPABLE 3.00	PRESENTLY CAPABLE 5.00	6.00	ROW TOTAL
-0		1	0	0	0	0	1
		100.0	0	0	0	0	1.6
		25.0	0	0	0	0	
		1.6	0	0	0	0	
NEVER 4.00		0	0	1	0	0	1
		0	0	100.0	0	0	1.6
		0	0	3.7	0	0	
		0	0	1.6	0	0	
OCASIONALLY 5.00		3	3	16	13	8	43
		7.0	7.0	37.2	30.2	18.6	70.5
		75.0	60.0	59.3	86.7	80.0	
		4.9	4.9	26.2	21.3	13.1	
FREQUENTLY 6.00		0	2	10	2	2	16
		0	12.5	62.5	12.5	12.5	26.2
		0	40.0	37.0	13.3	20.0	
		0	3.3	16.4	3.3	3.3	
COLUMN TOTAL		4	5	27	15	10	61
		6.6	8.2	44.3	24.6	16.4	100.0

NUMBER OF MISSING OBSERVATIONS = 7

The program completely isolates the Spanish child, allowing him less chance to learn English through exposure to the language.

(F070.8% N52.1%)

Section Rank 24
Overall Rank 85

X093	Y093 (COUNT / ROW PCT / COL PCT / TOT PCT)	NEED HELP -0	WOULD LIKE HELP 2.00	PROBABLY CAPABLE 3.00	PRESENTLY CAPABLE 5.00	6.00	ROW TOTAL
-0		2	0	0	0	0	2
		100.0	0	0	0	0	4.2
		40.0	0	0	0	0	
		4.2	0	0	0	0	
NEVER 4.00		3	1	1	2	5	12
		25.0	8.3	8.3	16.7	41.7	25.0
		60.0	8.3	7.7	25.0	50.0	
		6.3	2.1	2.1	4.2	10.4	
OCASIONALLY 5.00		0	3	6	5	4	18
		0	16.7	33.3	27.8	22.2	37.5
		0	25.0	46.2	62.5	40.0	
		0	6.3	12.5	10.4	8.3	
FREQUENTLY 6.00		0	8	6	1	1	16
		0	50.0	37.5	6.3	6.3	33.3
		0	66.7	46.2	12.5	10.0	
		0	16.7	12.5	2.1	2.1	
COLUMN TOTAL		5	12	13	8	10	48
		10.4	25.0	27.1	16.7	20.8	100.0

NUMBER OF MISSING OBSERVATIONS = 20

Frustrating: It is physically impossible to teach each child all the things he is supposed to be learning. So where do we draw the line? Do we emphasize ESL, concentrate on Spanish reading, or maybe it would be wise to fit in arithmetic, However, do you teach it in English or Spanish (assuming the child knows numbers in English)?

(F080.0% N52.0%)

Section Rank 25
Overall Rank 86

X091	Y091 COUNT / ROW PCT / COL PCT / TOT PCT	NEED HELP -0	WOULD LIKE HELP 2.00	PROBABLY CAPABLE 3.00	PRESENTLY CAPABL 5.00	6.00	ROW TOTAL
	-0	2 / 100.0 / 50.0 / 4.0	0 / 0 / 0 / 0	0 / 0 / 0 / 0	0 / 0 / 0 / 0	0 / 0 / 0 / 0	2 / 4.0
NEVER	4.00	0 / 0 / 0 / 0	2 / 25.0 / 13.3 / 4.0	2 / 25.0 / 18.2 / 4.0	1 / 12.5 / 11.1 / 2.0	3 / 37.5 / 27.3 / 6.0	8 / 16.0
OCASIONALLY	5.00	1 / 5.9 / 25.0 / 2.0	2 / 11.8 / 13.3 / 4.0	2 / 11.8 / 18.2 / 4.0	6 / 35.3 / 66.7 / 12.0	6 / 35.3 / 54.5 / 12.0	17 / 34.0
FREQUENTLY	6.00	1 / 4.3 / 25.0 / 2.0	11 / 47.8 / 73.3 / 22.0	7 / 30.4 / 63.6 / 14.0	2 / 8.7 / 22.2 / 4.0	2 / 8.7 / 18.2 / 4.0	23 / 46.0
	COLUMN TOTAL	4 / 8.0	15 / 30.0	11 / 22.0	9 / 18.0	11 / 22.0	50 / 100.0

NUMBER OF MISSING OBSERVATIONS = 18

Differentiation not made between those of high and low capacity for academics. All are treated with same standards and expectations. State rules for Bilingual Education need updating to learning theories.

(F074.0% N52.0%)

Section Rank 26
Overall Rank 87

X015	Y015 COUNT / ROW PCT / COL PCT / TOT PCT	NEED HELP -0	WOULD LIKE HELP 2.00	PROBABLY CAPABLE 3.00	PRESENTLY CAPABL 5.00	6.00	ROW TOTAL
	-0	1 / 50.0 / 25.0 / 2.0	1 / 50.0 / 8.3 / 2.0	0 / 0 / 0 / 0	0 / 0 / 0 / 0	0 / 0 / 0 / 0	2 / 4.0
NEVER	4.00	1 / 9.1 / 25.0 / 2.0	0 / 0 / 0 / 0	5 / 45.5 / 35.7 / 10.0	1 / 9.1 / 12.5 / 2.0	4 / 36.4 / 33.3 / 8.0	11 / 22.0
OCASIONALLY	5.00	2 / 13.3 / 50.0 / 4.0	0 / 0 / 0 / 0	4 / 26.7 / 28.6 / 8.0	5 / 33.3 / 62.5 / 10.0	4 / 26.7 / 33.3 / 8.0	15 / 30.0
FREQUENTLY	6.00	0 / 0 / 0 / 0	11 / 50.0 / 91.7 / 22.0	5 / 22.7 / 35.7 / 10.0	2 / 9.1 / 25.0 / 4.0	4 / 18.2 / 33.3 / 8.0	22 / 44.0
	COLUMN TOTAL	4 / 8.0	12 / 24.0	14 / 28.0	8 / 16.0	12 / 24.0	50 / 100.0

NUMBER OF MISSING OBSERVATIONS = 18

Things that work: All manner of games work very well. Highly structured spelling and grammar drills also seem effective. Reading in turn and specific questioning gives good results.

(F086.2% N51.7%)

Section Rank 27
Overall Rank 91

X233 \ Y233 (COUNT / ROW PCT / COL PCT / TOT PCT)	NEED HELP -0	WOULD LIKE HELP 2.00	PROBABLY CAPABLE 3.00	PRESENTLY CAPABLE 5.00	6.00	ROW TOTAL
-0	1 100.0 14.3 1.7	0 0 0 0	0 0 0 0	0 0 0 0	0 0 0 0	1 1.7
NEVER 4.00	2 50.0 28.6 3.4	1 25.0 50.0 1.7	0 0 0 0	0 0 0 0	1 25.0 2.7 1.7	4 6.9
OCASIONALLY 5.00	2 16.7 28.6 3.4	0 0 0 0	2 16.7 100.0 3.4	4 33.3 40.0 6.9	4 33.3 10.8 6.9	12 20.7
FREQUENTLY 6.00	2 4.9 28.6 3.4	1 2.4 50.0 1.7	0 0 0 0	6 14.6 60.0 10.3	32 78.0 86.5 55.2	41 70.7
COLUMN TOTAL	7 12.1	2 3.4	2 3.4	10 17.2	37 63.8	58 100.0

NUMBER OF MISSING OBSERVATIONS = 10

A student has been in regular English speaking classes. He moved to another district and was put in bilingual classes. He speaks English well, reads fairly well, reads no Spanish nor writes the same. He is very disruptive at times.

(F072.9% N50.0%)

Section Rank 28
Overall Rank 103

XC44 \ YC44 (COUNT / ROW PCT / COL PCT / TOT PCT)	NEED HELP -0	WOULD LIKE HELP 2.00	PROBABLY CAPABLE 3.00	PRESENTLY CAPABLE 5.00	6.00	ROW TOTAL
-0	2 100.0 28.6 4.2	0 0 0 0	0 0 0 0	0 0 0 0	0 0 0 0	2 4.2
NEVER 4.00	3 27.3 42.9 6.3	0 0 0 0	4 36.4 25.0 8.3	3 27.3 33.3 6.3	1 9.1 12.5 2.1	11 22.9
OCASIONALLY 5.00	1 4.2 14.3 2.1	4 16.7 50.0 8.3	8 33.3 50.0 16.7	5 20.8 55.6 10.4	6 25.0 75.0 12.5	24 50.0
FREQUENTLY 6.00	1 9.1 14.3 2.1	4 36.4 50.0 8.3	4 36.4 25.0 8.3	1 9.1 11.1 2.1	1 9.1 12.5 2.1	11 22.9
COLUMN TOTAL	7 14.6	8 16.7	16 33.3	9 18.8	8 16.7	48 100.0

NUMBER OF MISSING OBSERVATIONS = 20

Frustrating, but a child must be able to read the same book as an English speaking child to be transferred. Yet their readers are different and therefore so is their vocabulary.

(F075.6% N48.8%)

Section Rank 29
Overall Rank 110

X089	Y089 NEED HELP -0	2.00	WOULD LIKE HELP 3.00	PROBABLY CAPABLE 5.00	PRESENTLY CAPABLE 6.00	ROW TOTAL
NEVER 4.00	1 10.0 33.3 2.4	1 10.0 12.5 2.4	2 20.0 16.7 4.9	3 30.0 27.3 7.3	3 30.0 42.9 7.3	10 24.4
OCASIONALLY 5.00	1 8.3 33.3 2.4	1 8.3 12.5 2.4	2 16.7 16.7 4.9	5 41.7 45.5 12.2	3 25.0 42.9 7.3	12 29.3
FREQUENTLY 6.00	1 5.3 33.3 2.4	6 31.6 75.0 14.6	8 42.1 66.7 19.5	3 15.8 27.3 7.3	1 5.3 14.3 2.4	19 46.3
COLUMN TOTAL	3 7.3	8 19.5	12 29.3	11 26.8	7 17.1	41 100.0

NUMBER OF MISSING OBSERVATIONS = 27

English speaking teachers trying to put Spanish speaking children in Bilingual classroom.

(F083.0% N46.8%)

Section Rank 30
Overall Rank 117

X043	Y043 NEED HELP -0	2.00	WOULD LIKE HELP 3.00	PROBABLY CAPABLE 5.00	PRESENTLY CAPABLE 6.00	ROW TOTAL
-0	2 100.0 50.0 4.3	0 0 0 0	0 0 0 0	0 0 0 0	0 0 0 0	2 4.3
NEVER 4.00	1 16.7 25.0 2.1	0 0 0 0	1 16.7 6.7 2.1	1 16.7 11.1 2.1	3 50.0 25.0 6.4	6 12.8
OCASIONALLY 5.00	1 4.0 25.0 2.1	1 4.0 14.3 2.1	9 36.0 60.0 19.1	6 24.0 66.7 12.8	8 32.0 66.7 17.0	25 53.2
FREQUENTLY 6.00	0 0 0 0	6 42.9 85.7 12.8	5 35.7 33.3 10.6	2 14.3 22.2 4.3	1 7.1 8.3 2.1	14 29.8
COLUMN TOTAL	4 8.5	7 14.9	15 31.9	9 19.1	12 25.5	47 100.0

NUMBER OF MISSING OBSERVATIONS = 21

Lack of English language comprehension slows down learning ability severely.

(F089.1% N43.7%)

Section Rank 31
Overall Rank 141

X195	Y195 -0.00	2.00	3.00	5.00	6.00	ROW TOTAL
-0	1 50.0 33.3 1.8	1 50.0 11.1 1.8	0 0 0 0	0 0 0 0	0 0 0 0	2 3.6
4.00 NEVER	0 0 0 0	0 0 0 0	0 0 0 0	1 25.0 5.9 1.8	3 75.0 27.3 5.5	4 7.3
5.00 OCASIONALLY	2 7.1 66.7 3.6	1 3.6 11.1 1.8	10 35.7 66.7 18.2	9 32.1 52.9 16.4	6 21.4 54.5 10.9	28 50.9
6.00 FREQUENTLY	0 0 0 0	7 33.3 77.8 12.7	5 23.8 33.3 9.1	7 33.3 41.2 12.7	2 9.5 18.2 3.6	21 38.2
COLUMN TOTAL	3 5.5	9 16.4	15 27.3	17 30.9	11 20.0	55 100.0

NUMBER OF MISSING OBSERVATIONS = 13

Mixed levels of ability in each classroom.

(F096.9% N41.3%)

Section Rank 32
Overall Rank 150

X174	Y174 -0.00	2.00	3.00	5.00	6.00	ROW TOTAL
4.00 NEVER	0 0 0 0	0 0 0 0	0 0 0 0	0 0 0 0	2 100.0 8.0 3.2	2 3.2
5.00 OCASIONALLY	0 0 0 0	0 0 0 0	8 72.7 53.3 12.7	0 0 0 0	3 27.3 12.0 4.8	11 17.5
6.00 FREQUENTLY	1 2.0 100.0 1.6	11 22.0 100.0 17.5	7 14.0 46.7 11.1	11 22.0 100.0 17.5	20 40.0 80.0 31.7	50 79.4
COLUMN TOTAL	1 1.6	11 17.5	15 23.8	11 17.5	25 39.7	63 100.0

NUMBER OF MISSING OBSERVATIONS = 5

In the bilingual science each student could have his different necessities and problems with which the teacher has to deal in different ways and approaches.

(F062.0% N41.3%)

Section Rank 33
Overall Rank 151

X178	Y178	NEED HELP -0	WOULD LIKE HELP 2.00	PROBABLY CAPABLE 3.00	PRESENTLY CAPABLE 5.00	6.00	ROW TOTAL
-0	COUNT	4	0	0	0	0	4
	ROW PCT	100.0	0	0	0	0	13.8
	COL PCT	80.0	0	0	0	0	
	TOT PCT	13.8	0	0	0	0	
4.00 NEVER	COUNT	1	2	2	1	1	7
	ROW PCT	14.3	28.6	28.6	14.3	14.3	24.1
	COL PCT	20.0	40.0	28.6	14.3	20.0	
	TOT PCT	3.4	6.9	6.9	3.4	3.4	
5.00 OCASIONALLY	COUNT	0	0	4	5	2	11
	ROW PCT	0	0	36.4	45.5	18.2	37.9
	COL PCT	0	0	57.1	71.4	40.0	
	TOT PCT	0	0	13.8	17.2	6.9	
6.00 FREQUENTLY	COUNT	0	3	1	1	2	7
	ROW PCT	0	42.9	14.3	14.3	28.6	24.1
	COL PCT	0	60.0	14.3	14.3	40.0	
	TOT PCT	0	10.3	3.4	3.4	6.9	
COLUMN TOTAL		5	5	7	7	5	29
		17.2	17.2	24.1	24.1	17.2	100.0

NUMBER OF MISSING OBSERVATIONS = 39

One 7th grade girl refuses to participate in any kind of class work, oral or otherwise. She plays the part of "class clown", makes loud rude noises, dances around and disrupts the class as a whole.

(F074.4% N38.3%)

Section Rank 34
Overall Rank 159

X237	Y237	NEED HELP -0	WOULD LIKE HELP 2.00	PROBABLY CAPABLE 3.00	PRESENTLY CAPABLE 5.00	6.00	ROW TOTAL
-0	COUNT	4	0	0	0	0	4
	ROW PCT	100.0	0	0	0	0	8.5
	COL PCT	80.0	0	0	0	0	
	TOT PCT	8.5	0	0	0	0	
4.00 NEVER	COUNT	1	0	1	4	2	8
	ROW PCT	12.5	0	12.5	50.0	25.0	17.0
	COL PCT	20.0	0	8.3	33.3	16.7	
	TOT PCT	2.1	0	2.1	8.5	4.3	
5.00 OCASIONALLY	COUNT	0	3	8	7	9	27
	ROW PCT	0	11.1	29.6	25.9	33.3	57.4
	COL PCT	0	60.0	66.7	58.3	75.0	
	TOT PCT	0	6.4	17.0	14.9	19.1	
6.00 FREQUENTLY	COUNT	0	3	3	1	1	8
	ROW PCT	0	37.5	37.5	12.5	12.5	17.0
	COL PCT	0	60.0	25.0	8.3	8.3	
	TOT PCT	0	6.4	6.4	2.1	2.1	
COLUMN TOTAL		5	6	12	12	12	47
		10.6	12.8	25.5	25.5	25.5	100.0

NUMBER OF MISSING OBSERVATIONS = 21

An eleven year old can't read. He speaks English well, everything is funny to him, he is very disruptive.

(F074.0% N36.0%)

Section Rank 35
Overall Rank 174

X030	Y030	NEED HELP 0.00	NEED HELP 2.00	WOULD LIKE HELP 3.00	PROBABLY CAPABLE 5.00	PRESENTLY CAPABLE 6.00	ROW TOTAL
-0		3	0	0	0	1	4
		75.0	0	0	0	25.0	8.0
		50.0	0	0	0	6.7	
		6.0	0	0	0	2.0	
4.00 NEVER		1	2	2	2	2	9
		11.1	22.2	22.2	22.2	22.2	18.0
		16.7	33.3	16.7	18.2	13.3	
		2.0	4.0	4.0	4.0	4.0	
5.00 OCASIONALLY		2	3	10	9	8	32
		6.3	9.4	31.3	28.1	25.0	64.0
		33.3	50.0	83.3	81.8	53.3	
		4.0	6.0	20.0	18.0	16.0	
6.00 FREQUENTLY		0	1	0	0	4	5
		0	20.0	0	0	80.0	10.0
		0	16.7	0	0	26.7	
		0	2.0	0	0	8.0	
COLUMN TOTAL		6	6	12	11	15	50
		12.0	12.0	24.0	22.0	30.0	100.0

NUMBER OF MISSING OBSERVATIONS = 18

Some English speaking parents request that their English speaking children be put in the Bilingual Program when it is really not necessary to be in the Bilingual Program.

(F044.7% N34.3%)

Section Rank 36
Overall Rank 183

X143	Y143	NEED HELP 0.00	NEED HELP 2.00	WOULD LIKE HELP 3.00	PROBABLY CAPABLE 5.00	PRESENTLY CAPABLE 6.00	ROW TOTAL
4.00 NEVER		6	6	3	1	6	21
		28.1	0	14.3	4.8	42.9	55.3
		100.0	0	37.5	25.0	60.2	
		21.1	0	7.9	2.6	23.7	
5.00 OCASIONALLY		0	2	5	3	4	14
		0	14.3	35.7	21.4	28.6	36.8
		0	40.0	62.5	75.0	30.8	
		0	5.3	13.2	7.9	10.5	
6.00 FREQUENTLY		0	2	0	0	0	3
		0	100.0	0	0	0	7.9
		0	60.0	0	0	0	
		0	7.9	0	0	0	
COLUMN TOTAL		8	5	8	4	13	38
		21.1	13.2	21.1	10.5	34.2	100.0

NUMBER OF MISSING OBSERVATIONS = 30

Tutors from the various colleges to set up a schedule with the teachers and keep to it. Tutors can be of great assistance in the bilingual classroom.

(F066.0% N32.0%)

Section Rank 37
Overall Rank 190

X023	Y023 (COUNT / ROW PCT / COL PCT / TOT PCT)	NEED HELP 2.00	WOULD LIKE HELP 3.00	PROBABLY CAPABLE 5.00	PRESENTLY CAPABLE 6.00	ROW TOTAL
-0	3 / 100.0 / 50.0 / 6.0	0 / 0 / 0 / 0	0 / 0 / 0 / 0	0 / 0 / 0 / 0	0 / 0 / 0 / 0	3 / 6.0
4.00 NEVER	0 / 0 / 0 / 0	3 / 21.4 / 60.0 / 6.0	2 / 14.3 / 18.2 / 4.0	4 / 28.6 / 33.3 / 8.0	5 / 35.7 / 31.3 / 10.0	14 / 28.0
5.00 OCASIONALLY	2 / 11.1 / 33.3 / 4.0	0 / 0 / 0 / 0	4 / 22.2 / 36.4 / 8.0	7 / 38.9 / 58.3 / 14.0	5 / 27.8 / 31.3 / 10.0	18 / 36.0
6.00 FREQUENTLY	1 / 6.7 / 16.7 / 2.0	2 / 13.3 / 40.0 / 4.0	5 / 33.3 / 45.5 / 10.0	1 / 6.7 / 8.3 / 2.0	6 / 40.0 / 37.5 / 12.0	15 / 30.0
COLUMN TOTAL	6 / 12.0	5 / 10.0	11 / 22.0	12 / 24.0	16 / 32.0	50 / 100.0

NUMBER OF MISSING OBSERVATIONS = 18

The smooth running of the classroom with two teachers in charge.

(F067.5% N30.0%)

Section Rank 38
Overall Rank 195

X046	Y046 (COUNT / ROW PCT / COL PCT / TOT PCT)	NEED HELP 2.00	WOULD LIKE HELP 3.00	PROBABLY CAPABLE 5.00	PRESENTLY CAPABLE 6.00	ROW TOTAL
-0	2 / 100.0 / 40.0 / 5.0	0 / 0 / 0 / 0	0 / 0 / 0 / 0	0 / 0 / 0 / 0	0 / 0 / 0 / 0	2 / 5.0
4.00 NEVER	2 / 18.2 / 40.0 / 5.0	3 / 27.3 / 60.0 / 7.5	2 / 18.2 / 28.6 / 5.0	1 / 9.1 / 20.0 / 2.5	3 / 27.3 / 16.7 / 7.5	11 / 27.5
5.00 OCASIONALLY	0 / 0 / 0 / 0	0 / 0 / 0 / 0	1 / 12.5 / 14.3 / 2.5	1 / 12.5 / 20.0 / 2.5	6 / 75.0 / 33.3 / 15.0	8 / 20.0
6.00 FREQUENTLY	1 / 5.3 / 20.0 / 2.5	2 / 10.5 / 40.0 / 5.0	4 / 21.1 / 57.1 / 10.0	3 / 15.8 / 60.0 / 7.5	9 / 47.4 / 50.0 / 22.5	19 / 47.5
COLUMN TOTAL	5 / 12.5	5 / 12.5	7 / 17.5	5 / 12.5	18 / 45.0	40 / 100.0

NUMBER OF MISSING OBSERVATIONS = 28

The over-all lower ability in both English and Spanish.

(F084.8% N28.3%)

Section Rank 39
Overall Rank 202

X047	Y047 NEED HELP 0	WOULD LIKE HELP 2.00	PROBABLY CAPABLE 3.00	5.00	PRESENTLY CAPABLE 6.00	ROW TOTAL
0	2 100.0 50.0 4.3	0 0 0 0	0 0 0 0	0 0 0 0	0 0 0 0	2 4.3
NEVER 4.00	1 20.0 25.0 2.2	0 0 0 0	0 0 0 0	3 60.0 23.1 6.5	1 20.0 6.3 2.2	5 10.9
OCASIONALLY 5.00	0 0 0 0	0 0 0 0	2 11.1 22.2 4.3	7 38.9 53.8 15.2	9 50.0 56.3 19.6	18 39.1
FREQUENTLY 6.00	1 4.8 25.0 2.2	4 19.0 100.0 8.7	7 33.3 77.8 15.2	3 14.3 23.1 6.5	6 28.6 37.5 13.0	21 45.7
COLUMN TOTAL	4 8.7	4 8.7	9 19.6	13 28.3	16 34.8	46 100.0

NUMBER OF MISSING OBSERVATIONS = 22

The difficulty of teaching in a room where someone else is also teaching.

(F062.8% N23.3%)

Section Rank 40
Overall Rank 213

X048	Y048 NEED HELP 0	WOULD LIKE HELP 2.00	PROBABLY CAPABLE 3.00	5.00	PRESENTLY CAPABLE 6.00	ROW TOTAL
0	4 100.0 50.0 9.3	0 0 0 0	0 0 0 0	0 0 0 0	0 0 0 0	4 9.3
NEVER 4.00	3 25.0 37.5 7.0	0 0 0 0	2 16.7 28.6 4.7	1 8.3 12.5 2.3	6 50.0 35.3 14.0	12 27.9
OCASIONAILY 5.00	0 0 0 0	0 0 0 0	0 0 0 0	6 37.5 75.0 14.0	10 62.5 58.8 23.3	16 37.2
FREQUENTLY 6.00	1 9.1 12.5 2.3	3 27.3 100.0 7.0	5 45.5 71.4 11.6	1 9.1 12.5 2.3	1 9.1 5.9 2.3	11 25.6
COLUMN TOTAL	8 18.6	3 7.0	7 16.3	8 18.6	17 39.5	43 100.0

NUMBER OF MISSING OBSERVATIONS = 25

Problems of health and hygiene have to be understood by the teacher.

(F082.4% N15.7%)

Section Rank 41
Overall Rank 227

X037	Y037	NEED HELP	WOULD LIKE HELP	PROBABLY CAPABLE	PRESENTLY CAPABLE	ROW TOTAL
-0	2 100.0 50.0 3.9	0 0 0 0	0 0 0 0	0 0 0 0	0 0 0 0	2 3.9
NEVER 4.00	0 0 0 0	1 14.3 33.3 2.0	0 0 0 0	1 14.3 6.3 2.0	5 71.4 21.7 9.8	7 13.7
OCASIONALLY 5.00	2 10.5 50.0 3.9	0 0 0 0	2 10.5 40.0 3.9	9 47.4 56.3 17.6	6 31.6 26.1 11.8	19 37.3
FREQUENTLY 6.00	0 0 0 0	2 8.7 66.7 3.9	3 13.0 60.0 5.9	6 26.1 37.5 11.8	12 52.2 52.2 23.5	23 45.1
COLUMN TOTAL	4 7.8	3 5.9	5 9.8	16 31.4	23 45.1	51 100.0

NUMBER OF MISSING OBSERVATIONS = 17

Consultant Analysis

The 41 teacher statements included in this section represent common classroom issues and problems faced by teachers who are not trained to consider each student as an individual, with different needs, motivations and abilities -- particularly when the teachers are confronted with children and parents from a different culture. (We do not have, for a more thorough analysis, enough information to measure the impact of the cultural background of the students on the attitudes of the teachers as expressed in this group of statements.) Nine of these statements (003, 032, 035, 037, 046, 048, 174, 192 and 205) are directly related to the development of instruments to measure abilities, skills, and achievement of the students which can be applied to students in a bilingual program. At the same time, these items suggest that the teachers are not aware that the classroom environment generates its own dynamics to which each student can respond in different ways. The problems presented in this section are no different from those discussed in the first section, but in order to maximize the effectiveness of the teacher, it is necessary to differentiate cultural variables in this group of statements from the general skills required in the first section.

Elaboration and Conclusion

In the last section the consultants observed a heterogeneous quality in the classroom, for which teachers require general skills to maximize their effectiveness. What happens to the demands placed on the teacher's ability to deal with individual needs and to group students for instruction, however, when even more variables are introduced? The themes of this section are very similar to the one found in the first section, except that the issues involved with heterogeneity are intensified as a result of the cultural interference that accompanies schools where there is a significant population of children from a different culture.

Teachers who have attended monolingual classrooms, and completed their student teaching in monlingual classrooms, are faced now with the necessity of asking questions about language proficiency and cultural background. Even bilingual teachers along with monolingual teachers are faced with making decisions about what students should study next -- whether they should learn Spanish or learn English, which language should receive primary emphasis, whether the students should be placed in bilingual or regular clssrooms, when they should enter a program and when they should be taken out of that program -- questions which infrequently or never appear in undergraduate coursework and student teaching, according to the teachers sampled. Nevertheless, teachers are faced regularly with setting up instructional processes with such a wide variety to variables in mind. Determining language proficiency is not even as simple as giving a test, since prior to administering a test the teacher must first make decisions about the language in which

the test should be given. Closely related to decisions about language proficiency, teachers regularly face the problems associated with procuring materials. Over and above the regular lack of materials reported in section 1, teachers have to find materials, some of which are in English and some of which are in Spanish, and then decide which students should receive which materials. Besides language differences, teachers have to be knowledgeable about the "emphases" and "concentrations" which the curriculum takes (e.g., mainstreaming emphases, maintenance programs). Under the rubric of making curricular decisions, then, teachers are actually involved with deciding which direction the student should take, with regard to assimilation or maintenance of his cultural background.

To see the importance of the teacher's decision-making skills concerning language and culture, it is critical to note that the items in this section are the most statistically prominent of the entire report. Three of the first ten needs from Instrument #2 appear in this section. (See Appendix B) The statement ranking fifth stated a need for "A city-wide standard curriculum for Spanish-speaking children, sequential in nature." "How to adapt materials to the classroom situation" ranked 8th, and "How to develop appropriate materials for students" ranked number lo. Eight out of the 12 most critical items from Instrument #3 appear in this section. If teachers take the responsibility for providing the day-to-day experiences for their students, their skills must be capable of matching the varied needs they will encounter the first time they step into a class where there are differing languages and cultures. The second need, similar to the first, calls for teachers to have facility in making curricular decisions which involve no less than the students' mode of communication and cultural background.

Description of Teacher Needs

3. Class Attitudes and Differences

The third section contains 50 teacher statements relating to class differences and class attitudes of teachers and students.

What Teachers Expect

There are a number of reasons why the schooling process should be a high priority to students:

1) Schooling is designed to help young people get ahead.

2) The school is the place where young people come to know themselves, their potential and their ambition.

3) The school is the place where individuals acquire the tools to project their various potentials into future occupations and good jobs.

4) Education is intrinsic to any type employment in later adolesence or adulthood.

5) Good academic work is something which normally gives students a sense of pride in themselves -- particularly when the work was handed in on time and done to the specifications set by superiors.

Children should view teachers, and the school at large, as people who are trying to help them by providing them with the necessary tools for their future.

High motivation and achievement are marked by the students who attend school regularly, receive grades in the A-B range.

Good students not only take responsibility for their present school work, but will take an interest in continuing their educations into college.

Good students will naturally take pride in the system when they realize that it is designed for their best interests.

Students who go beyond what is expected of them deserve to have more reward than those students who simply meet the standards that have been set.

The child who is seriously pursuing his education will not let anything (other than sickness) interfere with his attendance. Examples of illegitimate reasons for not attending school include: missing school due to bad weather, staying home to care for sick brothers and sisters, staying home to babysit, visiting out of state.

Parents should realize that the school is serious business and should not take their children out of school for prolonged periods of time for reasons other than sickness or other serious problems.

It is normally expected that when parents move during the school year, they will take all care to promptly register their children and to make sure that records follow their children to their new location.

Parents are the ones who serve as models for their children, setting an example of inventiveness, responsibility, and trust of members of other cultures. Parents should instill responsibility into their children by teaching them to work independently.

The parents who take an interest in their children's development are those who see to it that their children are punctual in attendance at school, who maintain a healthy communication with the teacher and the school, and who reinforce the teacher's disciplinary and instructional efforts.

Parents should be knowledgeable on matters such as the curriculum, classroom standards, the teacher's role, and the parent's role with regard to the teacher and the administration.

Parents should always answer the teacher's notes, visiting the teacher when necessary, always announcing themselves to the teacher before entering a classroom.

Most of the bilingual students' families don't have telephones so it is difficult for the school personnel to contact them during emergencies or discipline problems.

(F098.3% N75.0%)

Section Rank 1
Overall Rank 7

X163	Y163 -.00	2.00 NEED HELP	3.00 WOULD LIKE HELP	5.00 PROBABLY CAPABLE	6.00 PRESENTLY CAPABLE	ROW TOTAL
NEVER 4.00	0	0	1	0	0	1
	0.0	0.0	100.0	0.0	0.0	1.7
	0.0	0.0	3.7	0.0	0.0	
	0.0	0.0	1.7	0.0	0.0	
OCASIONALLY 5.00	1	2	12	3	3	21
	4.8	9.5	57.1	14.3	14.3	35.0
	20.0	11.1	44.4	50.0	75.0	
	1.7	3.3	20.0	5.0	5.0	
FREQUENTLY 6.00	4	16	14	3	1	38
	10.5	42.1	36.8	7.9	2.6	63.3
	80.0	88.9	51.9	50.0	25.0	
	6.7	26.7	23.3	5.0	1.7	
COLUMN TOTAL	5	18	27	6	4	60
	8.3	30.0	45.0	10.0	6.7	100.0

NUMBER OF MISSING OBSERVATIONS = 8

Some children could use a lot of extra help at home but don't get it.

(F094.3% N75.0%)

Section Rank 2
Overall Rank 8

X078	Y078 -.00	2.00 NEED HELP	3.00 WOULD LIKE HELP	5.00 PROBABLY CAPABLE	6.00 PRESENTLY CAPABLE	ROW TOTAL
-.00	0	0	1	0	0	1
	0.0	0.0	100.0	0.0	0.0	1.9
	0.0	0.0	4.2	0.0	0.0	
	0.0	0.0	1.9	0.0	0.0	
NEVER 4.00	1	0	0	0	1	2
	50.0	0.0	0.0	0.0	50.0	3.8
	100.0	0.0	0.0	0.0	25.0	
	1.9	0.0	0.0	0.0	1.9	
OCASIONALLY 5.00	0	0	5	5	1	11
	0.0	0.0	45.5	45.5	9.1	21.2
	0.0	0.0	20.8	62.5	25.0	
	0.0	0.0	9.6	9.6	1.9	
FREQUENTLY 6.00	0	15	18	3	2	38
	0.0	39.5	47.4	7.9	5.3	73.1
	0.0	100.0	75.0	37.5	50.0	
	0.0	28.8	34.6	5.8	3.8	
COLUMN TOTAL	1	15	24	8	4	52
	1.9	28.8	46.2	15.4	7.7	100.0

NUMBER OF MISSING OBSERVATIONS = 16

Bilingual parents rarely furnish proper registration papers when entering their children - no birth certificates, innoculations, etc.

(F085.4% N75.0%)

Section Rank 3
Overall Rank 9

Y148

X148	COUNT / ROW PCT / COL PCT / TOT PCT	NEED HELP -0	NEED HELP 2.00	WOULD LIKE HELP 3.00	PROBABLY CAPABLE 5.00	PRESENTLY CAPABLE 6.00	ROW TOTAL
	-0	2 100.0 66.7 4.2	0 0 0 0	0 0 0 0	0 0 0 0	0 0 0 0	2 4.2
NEVER	4.00	1 20.0 33.3 2.1	0 0 0 0	2 40.0 9.1 4.2	1 20.0 20.0 2.1	1 20.0 25.0 2.1	5 10.4
OCASIONALLY	5.00	6 0 0 0	2 11.8 14.3 4.2	9 52.9 40.9 18.8	3 17.6 60.0 6.3	3 17.6 75.0 6.3	17 35.4
FREQUENTLY	6.00	0 0 0 0	12 50.0 85.7 25.0	11 45.8 50.0 22.9	1 4.2 20.0 2.1	0 0 0 0	24 50.0
	COLUMN TOTAL	3 6.3	14 29.2	22 45.8	5 10.4	4 8.3	48 100.0

NUMBER OF MISSING OBSERVATIONS = 20

Fulano gets a piece of broken glass imbedded in his foot during physical education. He has no phone at home. The school has no outreach worker. There is no permission slip for medical treatment on file. The teacher takes the child home. Mother is not there. Hospital will not treat child without permission of parents. What do you do?

(F059.5% N68.1%)

Section Rank 4
Overall Rank 23

Y006

X006	COUNT / ROW PCT / COL PCT / TOT PCT	NEED HELP -0	NEED HELP 2.00	WOULD LIKE HELP 3.00	PROBABLY CAPABLE 5.00	PRESENTLY CAPABLE 6.00	ROW TOTAL
	-0	1 100.0 25.0 2.1	0 0 0 0	0 0 0 0	0 0 0 0	0 0 0 0	1 2.1
NEVER	4.00	3 16.7 75.0 6.4	5 27.8 38.5 10.6	5 27.8 26.3 10.6	3 16.7 60.0 6.4	2 11.1 33.3 4.3	18 38.3
OCASIONALLY	5.00	0 0 0 0	6 26.1 46.2 12.8	12 52.2 63.2 25.5	2 8.7 40.0 4.3	3 13.0 50.0 6.4	23 48.9
FREQUENTLY	6.00	0 0 0 0	2 40.0 15.4 4.3	2 40.0 10.5 4.3	0 0 0 0	1 20.0 16.7 2.1	5 10.6
	COLUMN TOTAL	4 8.5	13 27.7	19 40.4	5 10.6	6 12.8	47 100.0

NUMBER OF MISSING OBSERVATIONS = 21

Parents need an "Orientation" Day, a way of introducing the:

1- curriculum
2- classroom standards
3- teacher's role
4- parent's role in relation to teacher and administration, etc.

(F086.0% N66.0%)

Section Rank 5
Overall Rank 24

X083	Y083 (COUNT / ROW PCT / COL PCT / TOT PCT)	NEED HELP 2.00	WOULD LIKE HELP 3.00	PROBABLY CAPABLE 5.00	PRESENTLY CAPABLE 6.00	ROW TOTAL
0	3 / 100.0 / 75.0 / 6.0	0 / 0 / 0 / 0	0 / 0 / 0 / 0	0 / 0 / 0 / 0	0 / 0 / 0 / 0	3 / 6.0
NEVER 4.00	1 / 25.0 / 25.0 / 2.0	0 / 0 / 0 / 0	0 / 0 / 0 / 0	1 / 25.0 / 12.5 / 2.0	2 / 50.0 / 40.0 / 4.0	4 / 8.0
OCASIONALLY 5.00	0 / 0 / 0 / 0	0 / 0 / 0 / 0	5 / 71.4 / 22.7 / 10.0	1 / 14.3 / 12.5 / 2.0	1 / 14.3 / 20.0 / 2.0	7 / 14.0
FREQUENTLY 6.00	0 / 0 / 0 / 0	11 / 30.6 / 100.0 / 22.0	17 / 47.2 / 77.3 / 34.0	6 / 16.7 / 75.0 / 12.0	2 / 5.6 / 40.0 / 4.0	36 / 72.0
COLUMN TOTAL	4 / 8.0	11 / 22.0	22 / 44.0	8 / 16.0	5 / 10.0	50 / 100.0

NUMBER OF MISSING OBSERVATIONS = 18

Excessive absenteeism. (As much as 80-100 days per school year - which is only 180 days long).

(F094.7% N64.0%)

Section Rank 6
Overall Rank 28

X169	Y169 (COUNT / ROW PCT / COL PCT / TOT PCT)	NEED HELP 2.00	WOULD LIKE HELP 3.00	PROBABLY CAPABLE 5.00	PRESENTLY CAPABLE 6.00	ROW TOTAL
NEVER 4.00	1 / 33.3 / 100.0 / 1.8	0 / 0 / 0 / 0	1 / 33.3 / 4.0 / 1.8	0 / 0 / 0 / 0	1 / 33.3 / 14.3 / 1.8	3 / 5.4
OCASIONALLY 5.00	0 / 0 / 0 / 0	2 / 6.9 / 16.7 / 3.6	14 / 48.3 / 56.0 / 25.0	8 / 27.6 / 72.7 / 14.3	5 / 17.2 / 71.4 / 8.9	29 / 51.8
FREQUENTLY 6.00	0 / 0 / 0 / 0	10 / 41.7 / 83.3 / 17.9	10 / 41.7 / 44.0 / 17.9	3 / 12.5 / 27.3 / 5.4	1 / 4.2 / 14.3 / 1.8	24 / 42.9
COLUMN TOTAL	1 / 1.8	12 / 21.4	25 / 44.6	11 / 19.6	7 / 12.5	56 / 100.0

NUMBER OF MISSING OBSERVATIONS = 12

I would like more parental support for the children's academic work.

(F098.2% N62.5%)

Section Rank 7
Overall Rank 36

X142	Y142	NEED HELP -0	WOULD LIKE HELP 2.00	PROBABLY CAPABLE 3.00	PRESENTLY CAPABLE 5.00	PRESENTLY CAPABLE 6.00	ROW TOTAL
	-0	1 100.0 25.0 1.8	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	1 1.8
OCASIONALLY	5.00	2 10.0 50.0 3.6	0 0.0 0.0 0.0	5 25.0 22.7 8.9	10 50.0 83.3 17.9	3 15.0 60.0 5.4	20 35.7
FREQUENTLY	6.00	1 2.9 25.0 1.8	13 37.1 100.0 23.2	17 48.6 77.3 30.4	2 5.7 16.7 3.6	2 5.7 40.0 3.6	35 62.5

(F098.2% N62.1%)

Section Rank 8
Overall Rank 40

OCASIONALLY	5.00	1 4.5 50.0 1.7	1 4.5 7.7 1.7	10 45.5 43.5 17.2	7 31.8 57.1 12.5	2 9.1 33.3 3.4	22 37.9
FREQUENTLY	6.00	0 0.0 0.0 0.0	12 34.3 92.3 20.7	13 37.1 56.5 22.4	6 17.1 42.9 10.3	4 11.4 66.7 6.9	35 60.3
COLUMN TOTAL		2 3.4	13 22.4	23 39.7	14 24.1	6 10.3	58 100.0

NUMBER OF MISSING OBSERVATIONS = 10

Dealing with children who cannot make or do not want to make the connection between education and their lives (i.e. parents do not have to work - they are able to do nothing and get paid).

(F095.4% N61.8%)

Section Rank 9
Overall Rank 42

X052	Y052	NEED HELP -0	WOULD LIKE HELP 2.00	PROBABLY CAPABLE 3.00	PRESENTLY CAPABLE 5.00	PRESENTLY CAPABLE 6.00	ROW TOTAL
	-0	1	0	0	0	0	1
		100.0	0	0	0	0	1.8
		16.7	0	0	0	0	
		1.8	0	0	0	0	
NEVER	4.00	1	2	1	2	1	7
		14.3	28.6	14.3	28.6	14.3	12.7
		16.7	18.2	4.3	20.0	20.0	
		1.8	3.6	1.8	3.6	1.8	
OCASIONALLY	5.00	1	1	10	3	3	18
		5.6	5.6	55.6	16.7	16.7	32.7
		16.7	9.1	43.5	30.0	60.0	
		1.8	1.8	18.2	5.5	5.5	
FREQUENTLY	6.00	3	8	12	5	1	29
		10.3	27.6	41.4	17.2	3.4	52.7
		50.0	72.7	52.2	50.0	20.0	
		5.5	14.5	21.8	9.1	1.8	
	COLUMN TOTAL	6	11	23	10	5	55
		10.9	20.0	41.8	18.2	9.1	100.0

NUMBER OF MISSING OBSERVATIONS = 13

School attendance is not what I would like it to be.

(F094.4% N61.4%)

Section Rank 10
Overall Rank 45

X126	Y126	NEED HELP -0	WOULD LIKE HELP 2.00	PROBABLY CAPABLE 3.00	PRESENTLY CAPABLE 5.00	PRESENTLY CAPABLE 6.00	ROW TOTAL
	-0	0	1	0	0	0	1
		0	100.0	0	0	0	1.8
		0	14.3	0	0	0	
		0	1.8	0	0	0	
NEVER	4.00	0	0	1	0	1	2
		0	0	50.0	0	50.0	3.5
		0	0	3.6	0	11.1	
		0	0	1.8	0	1.8	
OCASIONALLY	5.00	2	1	10	4	6	23
		8.7	4.3	43.5	17.4	26.1	40.4
		40.0	14.3	35.7	50.0	66.7	
		3.5	1.8	17.5	7.0	10.5	
FREQUENTLY	6.00	3	5	17	4	2	31
		9.7	16.1	54.9	12.9	6.5	54.4
		60.0	71.4	60.7	50.0	22.2	
		5.3	8.8	29.8	7.0	3.5	
	COLUMN TOTAL	5	7	28	8	9	57
		8.8	12.3	49.1	14.0	15.8	100.0

NUMBER OF MISSING OBSERVATIONS = 11

Motivation for academic success lack as is not reinforced in home. No adult modeling available.

(F0100.0% N60.7%)

Section Rank 11
Overall Rank 50

X011 \ Y011	NEED HELP (-1.00)	WOULD LIKE HELP (2.00)	PROBABLY CAPABLE (5.00)	PRESENTLY CAPABLE (6.00)	ROW TOTAL
OCASIONALLY (5.00)	1 6.3 50.0 1.8	1 6.3 7.7 1.8	9 56.3 36.1 14.3	4 25.0 30.8 7.1	16 28.6
FREQUENTLY (6.00)	1 2.5 50.0 1.8	12 30.0 92.3 21.4	13 32.5 61.9 23.2	9 22.5 69.2 16.1	40 71.4
COLUMN TOTAL	2 3.6	13 23.2	21 37.5	13 23.2	7 12.5	56 100.0

NUMBER OF MISSING OBSERVATIONS = 12

Pupils are very transient, moving frequently.

(F094.7% N59.0%)

Section Rank 12
Overall Rank 54

X137 \ Y137	NEED HELP (-1.00)	WOULD LIKE HELP (2.00)	PROBABLY CAPABLE (5.00)	PRESENTLY CAPABLE (6.00)	ROW TOTAL
-9	0 0 0 0	0 0 0 0	1 100.0 4.2 1.8	0 0 0 0	1 1.8
NEVER (4.00)	0 0 0 0	0 0 0 0	1 50.0 4.2 1.8	1 50.0 7.7 1.8	2 3.6
OCASIONALLY (5.00)	0 0 0 0	1 6.7 11.1 1.8	4 26.7 16.7 7.1	7 46.7 53.8 12.5	15 26.8
FREQUENTLY (6.00)	3 7.9 100.0 5.4	8 21.1 88.9 14.3	18 47.4 75.0 32.1	5 13.2 38.5 8.9	38 67.9
COLUMN TOTAL	3 5.4	9 16.1	24 42.9	7 12.5	13 23.2	56 100.0

NUMBER OF MISSING OBSERVATIONS = 12

Children are absent too much for reasons other than sickness. Sometimes, apparently, their parents don't send them to school because others are sick and don't see any reason for sending them alone to school. Children move a lot from one place to another and from one city to another. Parents are not particularly interested in their children's education and don't take part in the process. (Examples: visits to the teacher, don't answer notes the teacher writes.)

(F087.5% N58.9%)

Section Rank 13
Overall Rank 55

X045	Y045	NEED HELP 2.00	WOULD LIKE HELP 3.00	PROBABLY CAPABLE 5.00	PRESENTLY CAPABLE 6.00	ROW TOTAL
-0	1 / 100.0 / 25.0 / 1.8	0 / 0 / 0 / 0	0 / 0 / 0 / 0	0 / 0 / 0 / 0	0 / 0 / 0 / 0	1 / 1.8
NEVER 4.00	2 / 33.3 / 50.0 / 3.6	1 / 16.7 / 6.7 / 1.8	2 / 33.3 / 11.1 / 3.6	0 / 0 / 0 / 0	1 / 16.7 / 12.5 / 1.8	6 / 10.7
OCASIONALLY 5.00	0 / 0 / 0 / 0	2 / 7.7 / 13.3 / 3.6	10 / 38.5 / 55.6 / 17.9	7 / 26.9 / 63.6 / 12.5	7 / 26.9 / 87.5 / 12.5	26 / 46.4
FREQUENTLY 6.00	1 / 4.3 / 25.0 / 1.8	12 / 52.2 / 80.0 / 21.4	6 / 26.1 / 33.3 / 10.7	4 / 17.4 / 36.4 / 7.1	0 / 0 / 0 / 0	23 / 41.1
COLUMN TOTAL	4 / 7.1	15 / 26.8	18 / 32.1	11 / 19.6	8 / 14.3	56 / 100.0

NUMBER OF MISSING OBSERVATIONS = 12

There are situations which you encounter in the classroom with children, in which you realize the importance of having some background with children that have special needs.

(F094.6% N58.2%)

Section Rank 14
Overall Rank 57

X193	Y193	NEED HELP 2.00	WOULD LIKE HELP 3.00	PROBABLY CAPABLE 5.00	PRESENTLY CAPABLE 6.00	ROW TOTAL
NEVER 4.00	0 / 0 / 0 / 0	1 / 33.3 / 11.1 / 1.8	2 / 66.7 / 8.7 / 3.6	0 / 0 / 0 / 0	0 / 0 / 0 / 0	3 / 5.5
OCASIONALLY 5.00	1 / 3.8 / 50.0 / 1.8	1 / 3.8 / 11.1 / 1.8	13 / 50.0 / 56.5 / 23.6	6 / 23.1 / 60.0 / 10.9	5 / 19.2 / 45.5 / 9.1	26 / 47.3
FREQUENTLY 6.00	1 / 3.8 / 50.0 / 1.8	7 / 26.9 / 77.8 / 12.7	8 / 30.8 / 34.8 / 14.5	4 / 15.4 / 40.0 / 7.3	6 / 23.1 / 54.5 / 10.9	26 / 47.3
COLUMN TOTAL	2 / 3.6	9 / 16.4	23 / 41.8	10 / 18.2	11 / 20.0	55 / 100.0

NUMBER OF MISSING OBSERVATIONS = 13

Truancy: Students often are needed to babysit while parent leaves home.

(F091.1% N57.1%)

Section Rank 15
Overall Rank 59

X016	Y016	NEED HELP 2.00	WOULD LIKE HELP 3.00	PROBABLY CAPABLE 5.00	PRESENTLY CAPABLE 6.00	ROW TOTAL
	0	1 100.0 4.3 1.8	0 0 0 0	0 0 0 0	0 0 0 0	1 1.8
NEVER	4.00	0 0 0 0	1 25.0 100.0 1.8	1 25.0 7.7 1.8	2 50.0 20.0 3.6	4 7.1
OCASIONALLY	5.00	4 13.8 33.3 7.1	11 37.9 55.0 19.6	8 27.6 61.5 14.3	6 20.7 60.0 10.7	29 51.8

NUMBER OF MISSING OBSERVATIONS = 12

Some children miss a lot of school and it's hard for them to keep up with the other

Section Rank 16
Overall Rank 63

Y119	NEED HELP 2.00	WOULD LIKE HELP 3.00	PROBABLY CAPABLE 5.00	PRESENTLY CAPABLE 6.00	ROW TOTAL
Never	0 0	1 7.7 3.4	0 0	0 0	1
OCASIONALLY 5.00	1 5.0 14.3 1.7	9 45.0 34.6 15.3	4 20.0 22.2 6.8	6 30.0 75.0 10.2	20 33.9
FREQUENTLY 6.00	6 17.1 85.7 10.2	13 37.1 50.0 22.0	14 40.0 77.8 23.7	2 5.7 25.0 3.4	35 59.3
COLUMN TOTAL	7 11.9	26 44.1	18 30.5	8 13.6	59 100.0

NUMBER OF MISSING OBSERVATIONS = 9

All of the children from poor economic situations are motivated either not at all or differently from our better students. Grades mean nothing to them, and they do no homework. Grading becomes more and more difficult.

(F081.4% N56.0%)

Section Rank 17
Overall Rank 64

X213	Y213 NEED HELP (-0)	WOULD LIKE HELP (2.00)	PROBABLY CAPABLE (3.00)	PRESENTLY CAPABLE (5.00)	(6.00)	ROW TOTAL
-0	1 100.0 1.7	0 0 0	2 2 3.4	0 0 0	0 0 0	1 1.7
NEVER 4.00	0 0 0	0 0 0	2 20.0 3.4	5 50.0 8.5	3 30.0 5.1	10 16.9
OCASIONALLY 5.00	0 0 0	0 0 0	14 56.0 23.7	6 24.0 10.2	5 20.0 8.5	25 42.4
FREQUENTLY 6.00	1 4.3 50.0 1.7	7 30.4 100.0 11.9	10 43.5 38.5 16.9	4 17.4 26.7 6.8	1 4.3 11.1 1.7	23 39.0
COLUMN TOTAL	2 3.4	7 11.9	26 44.1	15 25.4	9 15.3	59 100.0

NUMBER OF MISSING OBSERVATIONS = 9

Family structure changes are often confusing to a child who may have 3 or 4 fathers each now living away with their own families.

(F095.5% N55.6%)

Section Rank 18
Overall Rank 67

X012	Y012 NEED HELP (-0)	WOULD LIKE HELP (2.00)	PROBABLY CAPABLE (3.00)	PRESENTLY CAPABLE (5.00)	(6.00)	ROW TOTAL
NEVER 4.00	0 0 0 0	0 0 0 0	1 50.0 5.9 2.2	0 0 0 0	1 50.0 14.3 2.2	2 4.4
OCASIONALLY 5.00	1 4.3 50.0 2.2	4 17.4 50.0 8.9	8 34.8 47.1 17.8	7 30.4 63.6 15.6	3 13.0 42.9 6.7	23 51.1
FREQUENTLY 6.00	1 5.0 50.0 2.2	4 20.0 50.0 8.9	8 40.0 47.1 17.8	4 20.0 36.4 8.9	3 15.0 42.9 6.7	20 44.4
COLUMN TOTAL	2 4.4	8 17.8	17 37.8	11 24.4	7 15.6	45 100.0

NUMBER OF MISSING OBSERVATIONS = 23

Some of our families live in Ward I for three months, move to Ward II for three months, then return to Ward I. They don't always register in the correct school shortly after the move. Often they waste two to three weeks before registering. All this is time lost.

(F092.6% N55.6%)

Section Rank 19
Overall Rank 68

X064	Y064	NEED HELP	WOULD LIKE HELP	PROBABLY CAPABLE	PRESENTLY CAPABLE	ROW TOTAL
	-0	1	0	0	0	1
		100.0	0	0	0	1.9
		16.7	0	0	0	
		1.9	0	0	0	
NEVER	4.00	2	0	1	0	3
		66.7	0	33.3	0	5.6
		33.3	0	4.8	0	
		3.7	0	1.9	0	
OCASIONALLY	5.00	2	1	10	9	6	28
		7.1	3.6	35.7	32.1	21.4	51.9
		33.3	11.1	47.6	81.8	85.7	
		3.7	1.9	18.5	16.7	11.1	
FREQUENTLY	6.00	1	8	10	2	1	22
		4.5	36.4	45.5	9.1	4.5	40.7
		16.7	88.9	47.6	18.2	14.3	
		1.9	14.8	18.5	3.7	1.9	
COLUMN TOTAL		6	9	21	11	7	54
		11.1	16.7	38.9	20.4	13.0	100.0

NUMBER OF MISSING OBSERVATIONS = 14

The unconcerned parent: the fact that many low class people do not care that much for education affects the attitude of the child. It seems there is a high percentage of children who just don't care. I think this happens all over and not just in the Spanish community. But the percentage is definitely higher in the city school.

(F096.4% N55.4%)

Section Rank 20
Overall Rank 70

X055	Y055	NEED HELP	WOULD LIKE HELP	PROBABLY CAPABLE	PRESENTLY CAPABLE	ROW TOTAL
	-0	1	0	0	0	0	1
		100.0	0	0	0	0	1.8
		25.0	0	0	0	0	
		1.8	0	0	0	0	
NEVER	4.00	0	0	0	0	1	1
		0	0	0	0	100.0	1.8
		0	0	0	0	9.1	
		0	0	0	0	1.8	
OCASIONALLY	5.00	1	0	9	6	5	21
		4.8	0	42.9	28.6	23.8	37.5
		25.0	0	42.9	60.0	45.5	
		1.8	0	16.1	10.7	8.9	
FREQUENTLY	6.00	2	10	12	4	5	33
		6.1	30.3	36.4	12.1	15.2	58.9
		50.0	100.0	57.1	40.0	45.5	
		3.6	17.9	21.4	7.1	8.9	
COLUMN TOTAL		4	10	21	10	11	56
		7.1	17.9	37.5	17.9	19.6	100.0

NUMBER OF MISSING OBSERVATIONS = 12

Some children cease coming to school one day and others in the class tell you they are in New York, Hartford or Puerto Rico visiting for a month or two. If they return, they are well behind the other children in the classroom because they have not gone to school in the interim.

(F093.5% N54.9%)

Section Rank 21
Overall Rank 72

X063	Y063	NEED HELP -0	WOULD LIKE HELP 2.00	PROBABLY CAPABLE 3.00	PRESENTLY CAPABLE 5.00	6.00	ROW TOTAL
	-0	1 100.0 16.7 1.6	0 0 0 0	0 0 0 0	0 0 0 0	0 0 0 0	1 1.6
NEVER	4.00	2 66.7 33.3 3.2	0 0 0 0	1 33.3 4.8 1.6	0 0 0 0	0 0 0 0	3 4.8
OCASIONALLY	5.00	1 3.1 16.7 1.6	4 12.5 31.0 6.5	10 31.3 47.6 16.1	11 34.4 78.6 17.7	6 18.8 75.0 9.7	32 51.6
FREQUENTLY	6.00	2 7.7 33.3 3.2	9 34.6 69.2 14.5	10 38.5 47.6 16.1	3 11.5 21.4 4.8	2 7.7 25.0 3.2	26 41.9
	COLUMN TOTAL	6 9.7	13 21.0	21 33.9	14 22.6	8 12.9	62 100.0

NUMBER OF MISSING OBSERVATIONS = 6

Frequent relocation of students' families from town to town, school to school.

(F0100.0% N54.5%)

Section Rank 22
Overall Rank 73

X173	Y173	NEED HELP -0	WOULD LIKE HELP 2.00	PROBABLY CAPABLE 3.00	PRESENTLY CAPABLE 5.00	6.00	ROW TOTAL
OCASIONALLY	5.00	1 4.6 100.0 1.8	1 4.6 9.1 1.8	7 31.8 78.8 12.7	9 40.9 75.0 16.4	4 18.2 33.3 7.3	22 40.0
FREQUENTLY	6.00	0 0 0 0	10 30.3 90.9 18.2	12 36.4 63.2 21.8	3 9.1 25.0 5.5	8 24.2 66.7 14.5	33 60.0
	COLUMN TOTAL	1 1.8	11 20.0	19 34.5	12 21.8	12 21.8	55 100.0

NUMBER OF MISSING OBSERVATIONS = 13.

There seems to be a general lack of interest among the Spanish parents in their children's school work. What can be done to interest the parents in their children's work?

(F081.1% N53.5%)

Section Rank 23
Overall Rank 77

X069	Y069 (COUNT / ROW PCT / COL PCT / TOT PCT)	NEED HELP 2.00	WOULD LIKE HELP 3.00	PROBABLY CAPABLE 5.00	PRESENTLY CAPABLE 6.00	ROW TOTAL
-6	7 / 87.5 / 70.0 / 12.1	0 / 0 / 0 / 0	0 / 0 / 0 / 0	1 / 12.5 / 10.0 / 1.7	0 / 0 / 0 / 0	8 / 13.8
NEVER 4.00	0 / 0 / 0 / 0	0 / 0 / 0 / 0	0 / 0 / 0 / 0	2 / 66.7 / 20.0 / 3.4	1 / 33.3 / 14.3 / 1.7	3 / 5.2
OCASIONALLY 5.00	2 / 7.4 / 20.0 / 3.4	3 / 11.1 / 37.5 / 5.2	13 / 48.1 / 56.5 / 22.4	5 / 18.5 / 50.0 / 8.6	4 / 14.8 / 57.1 / 6.9	27 / 46.6
FREQUENTLY 6.00	1 / 5.0 / 10.0 / 1.7	5 / 25.0 / 62.5 / 8.6	10 / 50.0 / 43.5 / 17.2	2 / 10.0 / 20.0 / 3.4	2 / 10.0 / 28.6 / 3.4	20 / 34.5
COLUMN TOTAL	10 / 17.2	8 / 13.8	23 / 39.7	10 / 17.2	7 / 12.1	58 / 100.0

NUMBER OF MISSING OBSERVATIONS = 10

Attendance: The Spanish speaking students have a very high absence record. Due to high absence much reviewing is needed.

(F094.4% N51.8%)

Section Rank 24
Overall Rank 89

X232	Y232 (COUNT / ROW PCT / COL PCT / TOT PCT)	NEED HELP 2.00	WOULD LIKE HELP 3.00	PROBABLY CAPABLE 5.00	PRESENTLY CAPABLE 6.00	ROW TOTAL
-6	2 / 100.0 / 66.7 / 3.7	0 / 0 / 0 / 0	0 / 0 / 0 / 0	0 / 0 / 0 / 0	0 / 0 / 0 / 0	2 / 3.7
NEVER 4.00	0 / 0 / 0 / 0	0 / 0 / 0 / 0	1 / 100.0 / 5.6 / 1.9	0 / 0 / 0 / 0	0 / 0 / 0 / 0	1 / 1.9
OCASIONALLY 5.00	6 / 37.5 / 60.0 / 11.1	2 / 12.5 / 25.0 / 3.7	3 / 18.8 / 16.7 / 5.6	4 / 25.0 / 36.4 / 7.4	7 / 43.8 / 58.3 / 13.0	16 / 29.6
FREQUENTLY 6.00	1 / 2.9 / 37.5 / 1.9	8 / 22.9 / 88.9 / 14.8	14 / 40.0 / 77.8 / 25.9	7 / 20.0 / 63.6 / 13.0	5 / 14.3 / 41.7 / 9.3	35 / 64.8
COLUMN TOTAL	3 / 5.6	10 / 18.5	18 / 33.3	11 / 20.4	12 / 22.2	54 / 100.0

NUMBER OF MISSING OBSERVATIONS = 14

Parents of the Spanish speaking children show a very limited degree of interest in their children's academic development. What do we attribute this to?

(F091.1% N51.8%)

Section Rank 25
Overall Rank 90

X084	Y084	NEED HELP	WOULD LIKE HELP	PROBABLY CAPABLE	PRESENTLY CAPABLE	ROW TOTAL
	-0	1	0	0	1	2
		50.0	0	0	50.0	3.6
		33.3	0	0	12.5	
		1.8	0	0	1.8	
NEVER	4.00	1	0	0	2	3
		33.3	0	0	66.7	5.4
		33.3	0	0	25.0	
		1.8	0	0	3.6	
OCASIONALLY	5.00	1	0	11	10	1	23
		4.3	0	47.8	43.5	4.3	41.1
		33.3	0	45.8	62.5	12.5	
		1.8	0	19.6	17.9	1.8	
FREQUENTLY	6.00	0	5	13	6	4	28
		0	17.9	46.4	21.4	14.3	50.0
		0	100.0	54.2	37.5	50.0	
		0	8.9	23.2	10.7	7.1	
COLUMN TOTAL		3	5	24	16	8	56
		5.4	8.9	42.9	28.6	14.3	100.0

NUMBER OF MISSING OBSERVATIONS = 12

Often, the study habits of children of Spanish descent leave something to be desired - assignments often not completed, no sense of responsibility on part of the student, grades seem to have no effect. A is the same as an F.

(F086.2% N51.7%)

Section Rank 26
Overall Rank 92

X223	Y223	NEED HELP	WOULD LIKE HELP	PROBABLY CAPABLE	PRESENTLY CAPABLE	ROW TOTAL
NEVER	4.00	2	0	0	3	3	8
		25.0	0	0	37.5	37.5	13.8
		100.0	0	0	18.8	30.0	
		3.4	0	0	5.2	5.2	
OCASIONALLY	5.00	0	1	14	12	4	31
		0	3.2	45.2	38.7	12.9	53.4
		0	12.5	63.6	75.0	40.0	
		0	1.7	24.1	20.7	6.9	
FREQUENTLY	6.00	0	7	8	1	3	19
		0	36.8	42.1	5.3	15.8	32.8
		0	87.5	36.4	6.3	30.0	
		0	12.1	13.8	1.7	5.2	
COLUMN TOTAL		2	8	22	16	10	58
		3.4	13.8	37.9	27.6	17.2	100.0

NUMBER OF MISSING OBSERVATIONS = 10

Parental: disciplinary measures are often quite severe. Punishment is physical often resulting in bruises, rather than punishment in verbal form.

(F085.1% N51.0%)

Section Rank 27
Overall Rank 96

X009	Y009	NEED HELP 2.00	WOULD LIKE HELP 3.00	PROBABLY CAPABLE 5.00	PRESENTLY CAPABL 6.00	ROW TOTAL
NEVER	4.00	2 28.6 66.7 4.3	0 0 0	2 28.6 13.3 4.3	2 28.6 14.3 4.3	1 14.9 16.7 2.1	7 14.9
OCASIONALLY	5.00	0 0 0 0	4 4.7 11.1 2.1	8 34.8 53.3 17.0	9 30.1 64.3 19.1	5 21.7 33.3 10.6	26 46.9
FREQUENTLY	6.00	1 5.9 33.3 2.1	8 47.1 88.9 17.0	5 29.4 33.3 10.6	3 17.6 21.4 6.4	0 0 0 0	17 36.2
COLUMN TOTAL		3 6.4	9 19.1	15 31.9	14 29.8	6 12.8	47 100.0

NUMBER OF MISSING OBSERVATIONS = 21

Too many levels of ability in one room. One room, for example, has abilities ranging from pre-kindergarten to third grade.

(F098.2% N50.9%)

Section Rank 28
Overall Rank 97

X071	Y071	NEED HELP 2.00	WOULD LIKE HELP 3.00	PROBABLY CAPABLE 5.00	PRESENTLY CAPABL 6.00	ROW TOTAL
NEVER	4.00	0 0 0 0	0 0 0 0	1 100.0 8.3 1.8	0 0 0 0	1 1.8
OCASIONALLY	5.00	2 8.0 16.2 3.6	8 32.0 47.1 14.5	5 20.0 41.7 9.1	10 40.0 66.7 18.2	25 45.5
FREQUENTLY	6.00	9 31.0 81.8 16.4	9 31.0 52.9 16.4	6 20.7 50.0 10.9	5 17.2 33.3 9.1	29 52.7
COLUMN TOTAL		11 20.0	17 30.9	12 21.8	15 27.3	55 100.0

NUMBER OF MISSING OBSERVATIONS = 13

Children do not receive positive reinforcement at home concerning their school work or desired behavior.

(F096.6% N50.0%)

Section Rank 29
Overall Rank 98

X058	Y056	NEED HELP -0.00	NEED HELP 2.00	WOULD LIKE HELP 3.00	PROBABLY CAPABLE 5.00	PRESENTLY CAPABLE 6.00	ROW TOTAL
	-0	1 100.0 20.0 1.7	0 0 0 0	0 0 0 0	0 0 0 0	0 0 0 0	1 1.7
NEVER	4.00	0 0 0 0	1 100.0 11.1 1.7	0 0 0 0	0 0 0 0	0 0 0 0	1 1.7
OCASIONALLY	5.00	2 8.7 40.0 3.3	2 8.7 22.2 3.3	9 34.8 42.9 13.3	3 13.0 37.5 5.0	8 34.8 47.1 13.3	23 38.3
FREQUENTLY	6.00	2 5.7 40.0 3.3	6 17.1 66.7 10.0	13 37.1 61.9 21.7	5 14.3 62.5 8.3	9 25.7 52.9 15.0	35 58.3
	COLUMN TOTAL	5 8.3	9 15.0	21 35.0	8 13.3	17 28.3	60 100.0

NUMBER OF MISSING OBSERVATIONS = 8

My bilingual children tend to be tardy and truant more than others in the classroom.

(F084.5% N50.0%)

Section Rank 30
Overall Rank 99

X149	Y149	NEED HELP -0.00	NEED HELP 2.00	WOULD LIKE HELP 3.00	PROBABLY CAPABLE 5.00	PRESENTLY CAPABLE 6.00	ROW TOTAL
NEVER	4.00	3 33.3 100.0 5.2	0 0 0 0	1 11.1 5.6 1.7	0 0 0 0	5 55.6 41.7 8.6	9 15.5
OCASIONALLY	5.00	0 0 0 0	1 3.7 9.1 1.7	13 37.0 65.0 22.4	11 40.7 78.6 19.0	5 18.5 41.7 8.6	27 46.6
FREQUENTLY	6.00	0 0 0 0	10 45.5 90.9 17.2	7 31.8 35.0 12.1	3 13.6 21.4 5.2	2 9.1 16.7 3.4	22 37.9
	COLUMN TOTAL	3 5.2	11 19.0	18 31.0	14 24.1	12 20.7	58 100.0

NUMBER OF MISSING OBSERVATIONS = 10

Motivation from within the home is virtually non-existant in most cases.

(F080.8% N50.0%)

Section Rank 31
Overall Rank 100

X049	Y049 NEED HELP -0	WOULD LIKE HELP 2.00	PROBABLY CAPABLE 3.00	PRESENTLY CAPABLE 5.00	PRESENTLY CAPABLE 6.00	ROW TOTAL
-0	1 100.0 20.0 1.9	0 0 0 0	0 0 0 0	0 0 0 0	0 0 0 0	1 1.9
NEVER 4.00	1 11.1 20.0 1.9	2 22.2 40.0 3.8	3 33.3 16.7 5.8	2 22.2 16.7 3.8	3 33.3 33.3 5.8	9 17.3
OCASIONALLY 5.00	1 4.8 20.0 1.9	3 14.3 37.5 5.8	6 28.6 33.3 11.5	6 28.6 50.0 11.5	5 23.8 55.6 9.6	21 40.4
FREQUENTLY 6.00	2 9.5 40.0 3.8	5 23.8 62.5 9.6	9 42.9 50.0 17.3	4 19.0 33.3 7.7	1 4.8 11.1 1.9	21 40.4
COLUMN TOTAL	5 9.6	8 15.4	18 34.6	12 23.1	9 17.3	52 100.0

NUMBER OF MISSING OBSERVATIONS = 16

Dealing with parents who: have resigned themselves to the fact that their child is "crazy" due to some experience in his younger years, or that he or she is simply beyond hope. They have given up, therefore the child has no structure or help at home whatsoever.

(F075.9% N50.0%)

Section Rank 32
Overall Rank 101

X034	Y034 NEED HELP -0	WOULD LIKE HELP 2.00	PROBABLY CAPABLE 3.00	PRESENTLY CAPABLE 5.00	PRESENTLY CAPABLE 6.00	ROW TOTAL
-0	2 100.0 28.6 3.7	0 0 0 0	0 0 0 0	0 0 0 0	0 0 0 0	2 3.7
NEVER 4.00	2 18.2 28.6 3.7	2 18.2 22.2 3.7	2 18.2 11.1 3.7	3 27.3 23.1 5.6	2 18.2 28.6 3.7	11 20.4
OCASIONALLY 5.00	3 9.1 42.9 5.6	6 18.2 66.7 11.1	11 33.3 61.1 20.4	8 24.2 61.5 14.8	5 15.2 71.4 9.3	33 61.1
FREQUENTLY 6.00	0 0 0 0	1 12.5 11.1 1.9	5 62.5 27.8 9.3	2 25.0 15.4 3.7	0 0 0 0	8 14.8
COLUMN TOTAL	7 13.0	9 16.7	18 33.3	13 24.1	7 13.0	54 100.0

NUMBER OF MISSING OBSERVATIONS = 14

Some children move during the year and then return again. We also get a lot of new children during the school year.

(F093.8% N49.2%)

Section Rank 33
Overall Rank 104

X118	Y118: NEED HELP (-0)	NEED HELP (2.00)	WOULD LIKE HELP (3.00)	PROBABLY CAPABLE (5.00)	PRESENTLY CAPABLE (6.00)	ROW TOTAL
NEVER (4.00)	0	1	0	0	0	1
	0	100.0	0	0	0	1.7
	0	11.1	0	0	0	
	0	1.7	0	0	0	
OCASIONALLY (5.00)	0	2	3	5	6	16
	0	12.5	18.8	31.3	37.5	27.1
	0	22.2	15.0	38.5	37.5	
	0	3.4	5.1	8.5	10.2	
FREQUENTLY (6.00)	1	6	17	8	10	42
	2.4	14.3	40.5	19.0	23.8	71.2
	100.0	66.7	85.0	61.5	62.5	
	1.7	10.2	28.8	13.6	16.9	
COLUMN TOTAL	1	9	20	13	16	59
	1.7	15.3	33.9	22.0	27.1	100.0

NUMBER OF MISSING OBSERVATIONS = 9

Low levels of reading comprehension.

(F096.8% N48.4%)

Section Rank 34
Overall Rank 111

X167	Y167: NEED HELP (-0)	NEED HELP (2.00)	WOULD LIKE HELP (3.00)	PROBABLY CAPABLE (5.00)	PRESENTLY CAPABLE (6.00)	ROW TOTAL
-0	1	0	0	0	0	1
	100.0	0	0	0	0	1.6
	33.3	0	0	0	0	
	1.6	0	0	0	0	
NEVER (4.00)	1	0	0	0	0	1
	100.0	0	0	0	0	1.6
	33.3	0	0	0	0	
	1.6	0	0	0	0	
OCASIONALLY (5.00)	0	0	4	3	6	13
	0	0	30.8	23.1	46.2	21.0
	0	0	33.3	27.3	33.3	
	0	0	6.5	4.8	9.7	
FREQUENTLY (6.00)	1	13	8	8	12	47
	2.1	28.3	17.0	17.0	25.5	75.8
	33.3	100.0	66.7	72.7	66.7	
	1.6	20.9	12.9	12.9	19.4	
COLUMN TOTAL	3	13	12	11	18	62
	4.8	29.0	19.4	17.7	29.0	100.0

NUMBER OF MISSING OBSERVATIONS = 6

I find that the students have no future goals other than that of becoming mothers, having babies, and collecting welfare.

(F089.5% N47.3%)

Section Rank 35
Overall Rank 114

X0F1	Y0S1	NEED HELP 2.00	WOULD LIKE HELP 3.00	PROBABLY CAPABLE 5.00	PRESENTLY CAPABLE 6.00	ROW TOTAL
-0	2 100.0 40.0 3.5	0 0 0 0	0 0 0 0	0 0 0 0	0 0 0 0	2 3.5
NEVER 4.00	0 0 0 0	0 0 0 0	0 0 0 0	2 50.0 15.4 3.5	2 50.0 16.7 3.5	4 7.0
OCASIONALLY 5.00	2 6.9 40.0 3.5	3 10.3 37.5 5.3	9 31.0 47.4 15.8	7 24.1 53.8 12.3	8 27.6 66.7 14.0	29 50.9
FREQUENTLY 6.00	1 4.5 20.0 1.8	5 22.7 62.5 8.8	10 45.5 52.6 17.5	4 18.2 30.8 7.0	2 9.1 16.7 3.5	22 38.6
COLUMN TOTAL	5 8.8	8 14.0	19 33.3	13 22.8	12 21.1	57 100.0

NUMBER OF MISSING OBSERVATIONS = 11

Truancy: Students lacking both inner and self-control. Students leave the classroom and fail to re-enter if they don't feel like attending.

(F081.5% N46.3%)

Section Rank 36
Overall Rank 121

X008	Y008	NEED HELP 2.00	WOULD LIKE HELP 3.00	PROBABLY CAPABLE 5.00	PRESENTLY CAPABLE 6.00	ROW TOTAL
-0	1 100.0 33.3 1.9	0 0 0 0	0 0 0 0	0 0 0 0	0 0 0 0	1 1.9
NEVER 4.00	0 0 0 0	2 22.2 14.3 3.7	1 11.1 7.1 1.9	2 22.2 14.3 3.7	4 44.4 33.3 7.4	9 16.7
OCASIONALLY 5.00	1 3.3 33.3 1.9	4 13.3 36.4 7.4	7 23.3 50.0 13.0	12 40.0 85.7 22.2	6 20.0 50.0 11.1	30 55.6
FREQUENTLY 6.00	1 7.1 33.3 1.9	5 35.7 45.5 9.3	6 42.9 42.9 11.1	0 0 0 0	2 14.3 16.7 3.7	14 25.9
COLUMN TOTAL	3 5.6	11 20.4	14 25.9	14 25.9	12 22.2	54 100.

NUMBER OF MISSING OBSERVATIONS = 14

In October, two teachers furnish an intermediate classroom with two sewing machines, a workbench and tools, an aquarium, two gerbils in a cage, a library, a games center, some musical instruments and two rugs.
In November, one sewing machine deliberately broken, one stolen, aquarium tinted red with dye, one gerbil injured, many hand tools broken and stolen, games broken and missing, one rug stolen. Why?

(F044.8% N46.3%)

Section Rank 37
Overall Rank 122

Y007 / X007	NEED HELP (-3)	WOULD LIKE HELP (2.00)	PROBABLY CAPABLE (3.00)	PRESENTLY CAPABLE (5.00)	PRESENTLY CAPABLE (6.00)	ROW TOTAL
-3	5 100.0 62.5 17.2	0 0 0 0	0 0 0 0	0 0 0 0	0 0 0 0	5 17.2
4.00 NEVER	3 27.3 37.5 10.3	2 18.2 50.0 6.9	2 18.2 40.0 6.9	4 36.4 57.1 13.8	2 18.2 40.0 6.9	11 37.9
5.00 OCASIONALLY	0 0 0 0	2 25.0 50.0 6.9	2 25.0 40.0 6.9	2 25.0 28.6 6.9	2 25.0 40.0 6.9	8 27.6
6.00 FREQUENTLY	0 0 0 0	2 40.0 50.0 6.9	1 20.0 20.0 3.4	1 20.0 14.3 3.4	1 20.0 20.0 3.4	5 17.2
COLUMN TOTAL	8 27.6	4 13.8	5 17.2	7 24.1	5 17.2	29 100.0

NUMBER OF MISSING OBSERVATIONS = 39

My bilingual children show little success in reading readiness.

(F086.0% N46.0%)

Section Rank 38
Overall Rank 123

Y150 / X150	NEED HELP (-3)	WOULD LIKE HELP (2.00)	PROBABLY CAPABLE (3.00)	PRESENTLY CAPABLE (5.00)	PRESENTLY CAPABLE (6.00)	ROW TOTAL
-3	0 0 0 0	0 0 0 0	1 100.0 8.3 2.0	0 0 0 0	0 0 0 0	1 2.0
4.00 NEVER	1 16.7 33.3 2.0	0 0 0 0	1 16.7 8.3 2.0	0 0 0 0	4 66.7 33.3 8.0	6 12.0
5.00 OCASIONALLY	1 3.4 33.3 2.0	2 6.9 18.2 4.0	7 24.1 58.3 14.0	12 41.4 100.0 24.0	7 24.1 58.3 14.0	29 58.0
6.00 FREQUENTLY	1 7.1 33.3 2.0	9 64.3 81.8 18.0	3 21.4 25.0 6.0	0 0 0 0	1 7.1 8.3 2.0	14 28.0
COLUMN TOTAL	3 6.0	11 22.0	12 24.0	12 24.0	12 24.0	50 100.0

NUMBER OF MISSING OBSERVATIONS = 18

The children are continually moving from one school to another. In the course of a school year, some of the students have been to three or four schools. This is difficult for the teacher as well as for the child.

(F081.4% N45.7%)

Section Rank 39
Overall Rank 125

X025 \ Y025	NEED HELP (-0)	WOULD LIKE HELP (2.00)	PROBABLY CAPABLE (3.00)	PRESENTLY CAPABLE (4.00)	ROW TOTAL
-0	1 100.0 33.3 1.7	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	1 1.7
NEVER 4.00	0 0.0 0.0 0.0	0 0.0 0.0 0.0	3 30.0 18.8 5.1	4 40.0 40.0 6.8	10 16.9
OCASIONALLY 5.00	0 0.0 0.0 0.0	2 8.0 13.3 3.4	8 32.0 50.0 13.6	13 52.0 68.4 22.0	25 42.4
FREQUENTLY 6.00	2 8.7 66.7 3.4	9 39.1 81.8 15.3	5 21.7 31.3 8.5	7 13.0 18.8 5.1	23 39.0
COLUMN TOTAL	3 5.1	11 18.6	16 27.1	19 32.2	10 16.9	59 100.0

NUMBER OF MISSING OBSERVATIONS = 9

Many children come in the middle of the year and need not only extra help but also need to be disciplined since many have never attended school.

(F089.6% N44.8%)

Section Rank 40
Overall Rank 131

X056 \ Y056	NEED HELP (-0)	WOULD LIKE HELP (2.00)	PROBABLY CAPABLE (3.00)	PRESENTLY CAPABLE (4.00)	ROW TOTAL
-0	1 100.0 50.0 1.7	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	1 1.7
NEVER 4.00	0 0.0 0.0 0.0	0 0.0 0.0 0.0	1 20.0 5.0 1.7	4 80.0 29.7 6.9	5 8.6
OCASIONALLY 5.00	0 0.0 0.0 0.0	1 2.6 16.7 1.7	14 36.8 70.0 24.1	18 34.2 86.7 22.4	38 65.5
FREQUENTLY 6.00	1 7.1 50.0 1.7	5 35.7 83.3 8.6	5 35.7 25.0 8.6	2 14.3 13.3 3.4	14 24.1
COLUMN TOTAL	2 3.4	6 10.3	20 34.5	15 25.9	15 25.9	58 100.0

NUMBER OF MISSING OBSERVATIONS = 10

Children don't seem to get along with their peers and fight a lot with each other in and out of the classroom Too many different levels combined in one room. (E.g. levels like from kindergarten to 3rd or 4th grade.) The children face lots of tragedies at home which hinders the education process in school and their relationship with their peers.

(F071.2% N44.2%)

Section Rank 41
Overall Rank 133

X028 \ Y028 (COUNT / ROW PCT / COL PCT / TOT PCT)	-0	NEED HELP 2.00	WOULD LIKE HELP 3.00	PROBABLY CAPABLE 5.00	PRESENTLY CAPABL 6.00	ROW TOTAL
-0	1 100.0 20.0 1.9	0 0 0 0	0 0 0 0	0 0 0 0	0 0 0 0	1 1.9
NEVER 4.00	3 21.4 60.0 5.8	1 7.1 12.5 1.9	0 0 0 0	2 14.3 22.2 3.8	8 57.1 53.3 15.4	14 26.9
OCASIONALLY 5.00	0 0 0 0	2 8.3 25.0 3.8	10 41.7 66.7 19.2	6 25.0 66.7 11.5	6 25.0 40.0 11.5	24 46.2
FREQUENTLY 6.00	1 7.7 20.0 1.9	5 38.5 62.5 9.6	5 38.5 33.3 9.6	1 7.7 11.1 1.9	1 7.7 6.7 1.9	13 25.0
COLUMN TOTAL	5 9.6	8 15.4	15 28.8	9 17.3	15 28.8	52 100.0

NUMBER OF MISSING OBSERVATIONS = 16

Large groups (more than three children) are difficult to handle in reading or math because of their attention span and it seems hard for them to take turns. This makes reading and math an all day job because of the small groups.

(F074.0% N44.0%)

Section Rank 42
Overall Rank 138

X022 \ Y022 (COUNT / ROW PCT / COL PCT / TOT PCT)	-0	NEED HELP 2.00	WOULD LIKE HELP 3.00	PROBABLY CAPABLE 5.00	PRESENTLY CAPABL 6.00	ROW TOTAL
NEVER 4.00	1 7.7 50.0 2.0	1 7.7 11.1 2.0	1 7.7 7.7 2.0	3 23.1 25.0 6.0	7 53.8 50.0 14.0	13 26.0
OCASIONALLY 5.00	0 0 0 0	2 9.1 22.2 4.0	7 31.8 53.8 14.0	8 36.4 66.7 16.0	5 22.7 35.7 10.0	22 44.0
FREQUENTLY 6.00	1 6.7 50.0 2.0	6 40.0 66.7 12.0	5 33.3 38.5 10.0	1 6.7 8.3 2.0	2 13.3 14.3 4.0	15 30.0
COLUMN TOTAL	2 4.0	9 18.0	13 26.0	12 24.0	14 28.0	50 100.0

NUMBER OF MISSING OBSERVATIONS = 18

Students often not doing assignments that are to be done at home.

(F086.7% N43.4%)

Section Rank 43
Overall Rank 142

X225	Y225	NEED HELP 2.00	WOULD LIKE HELP 3.00	PROBABLY CAPABLE 5.00	PRESENTLY CAPABLE 6.00	ROW TOTAL
	-0					
	1.00	1 100.0 50.0 1.7	0 0 0 0	0 0 0 0	0 0 0 0	1 1.7
NEVER	4.00	0 0 0 0	0 0 0 0	2 12.5 3.3 1.7	1 6.3 1.7 1.7	4 25.0 6.7
OCASIONALLY	5.00	0 0 0 0	3 9.1 30.0 5.0	10 30.3 62.5 16.7	12 36.4 75.0 20.0	8 24.2 50.0 13.3	33 55.0
FREQUENTLY	6.00	1 5.3 50.0 1.7	7 36.8 70.0 11.7	4 21.1 25.0 6.7	3 15.8 18.8 5.0	4 21.1 25.0 6.7	19 31.7
COLUMN TOTAL		2 3.3	10 16.7	16 26.7	16 26.7	16 26.7	60 100.0

NUMBER OF MISSING OBSERVATIONS = 8

During the winter months attendance is very poor. On some days only 6 or 7 students come to school.

(F075.9% N42.6%)

Section Rank 44
Overall Rank 147

X080	Y080	NEED HELP 2.00	WOULD LIKE HELP 3.00	PROBABLY CAPABLE 5.00	PRESENTLY CAPABLE 6.00	ROW TOTAL
NEVER	4.00	1 7.7 14.3 1.9	1 7.7 6.3 1.9	3 23.1 18.8 5.6	8 61.5 53.3 14.8	13 24.1
OCASIONALLY	5.00	1 3.8 14.3 1.9	7 26.9 43.8 13.0	11 42.3 68.8 20.4	7 26.9 46.7 13.0	26 48.1
FREQUENTLY	6.00	5 33.3 71.4 9.3	8 53.3 50.0 14.8	2 13.3 12.5 3.7	0 0 0 0	15 27.8
COLUMN TOTAL		7 13.0	16 29.6	16 29.6	15 27.8	54 100.0

NUMBER OF MISSING OBSERVATIONS = 14

Because the community is so mobile the turnover in children is great. Workbooks and such are therefore in a demand by February or March but there is no way to replace them when there is a need.

(F090.9% N41.8%)

Section Rank 45
Overall Rank 148

X021	Y021 NEED HELP -0	2.00	WOULD LIKE HELP 3.00	PROBABLY CAPABLE 5.00	PRESENTLY CAPABLE 6.00	ROW TOTAL
4.00 NEVER	1	1	1	0	2	5
	20.0	20.0	20.0	0	40.0	9.1
	25.0	7.7	10.0	0	16.7	
	1.8	1.8	1.8	0	3.6	
5.00 OCASIONALLY	3	1	3	9	5	21
	14.3	4.8	14.3	42.9	23.8	38.2
	75.0	7.7	30.0	56.3	41.7	
	5.5	1.8	5.5	16.4	9.1	
6.00 FREQUENTLY	0	11	6	7	5	29
	0	37.9	20.7	24.1	17.2	52.7
	0	84.6	60.0	43.8	41.7	
	0	20.0	10.9	12.7	9.1	
COLUMN TOTAL	4	13	1	16	12	55
	7.3	23.6	18.2	29.1	21.8	100.0

NUMBER OF MISSING OBSERVATIONS = 13

Mobility of students: It seems that the Puerto Rican society is a very mobile one. There is much movement between the mainland and Puerto Rico. Cousins come to live with cousins adding to the classroom population size.

(F092.8% N41.1%)

Section Rank 46
Overall Rank 153

X062	Y062 NEED HELP -0	2.00	WOULD LIKE HELP 3.00	PROBABLY CAPABLE 5.00	PRESENTLY CAPABLE 6.00	ROW TOTAL
-0	1	0	0	0	0	1
	100.0	0	0	0	0	1.8
	20.0	0	0	0	0	
	1.8	0	0	0	0	
4.00 NEVER	1	1	0	1	0	3
	33.3	33.3	0	33.3	0	5.4
	20.0	10.0	0	5.9	0	
	1.8	1.8	0	1.8	0	
5.00 OCASIONALLY	1	1	9	9	7	27
	3.7	3.7	33.3	33.3	25.9	48.2
	20.0	10.0	69.2	52.9	63.6	
	1.8	1.8	16.1	16.1	12.5	
6.00 FREQUENTLY	2	8	4	7	4	25
	8.0	32.0	16.0	28.0	16.0	44.6
	40.0	80.0	30.8	41.2	36.4	
	3.6	14.3	7.1	12.5	7.1	
COLUMN TOTAL	5	10	13	17	11	56
	8.9	17.9	23.2	30.4	19.6	100.0

NUMBER OF MISSING OBSERVATIONS = 12

Gang Effect (anonymity): In this junior high I have noticed, not only in my classroom, but also in the halls, cafeteria, and other classrooms a certain feeling in the children of an "anonymity (i.e. a license to talk back, make noises, etc. to the teachers they 'don't like', or don't know). They do these things in a group because the teachers can't handle it in the usual way of isolating the "troublemakers."

(F058.5% N39.0%)

Section Rank 47
Overall Rank 157

X230	Y235 NEED HELP (-0)	WOULD LIKE HELP (2.00)	PROBABLY CAPABLE (3.00)	PRESENTLY CAPABLE (5.00)	PRESENTLY CAPABLE (6.00)	ROW TOTAL
-0	3 75.0 37.5 7.3	0 0 0 0	0 0 0 0	0 0 0 0	1 25.0 16.7 2.4	4 9.8
NEVER 4.00	4 30.8 50.0 9.8	0 0 0 0	3 23.1 30.0 7.3	2 15.4 18.2 4.9	4 30.8 66.7 9.8	13 31.7
OCASIONALLY 5.00	0 0 0 0	1 7.7 16.7 2.4	3 23.1 30.0 7.3	8 61.5 72.7 19.5	1 7.7 16.7 2.4	13 31.7
FREQUENTLY 6.00	1 9.1 12.5 2.4	5 45.5 83.3 12.2	4 36.4 40.0 9.8	1 9.1 9.1 2.4	0 0 0 0	11 26.8
COLUMN TOTAL	8 19.5	6 14.6	10 24.4	11 26.8	6 14.6	41 100.0

NUMBER OF MISSING OBSERVATIONS = 27

Small children especially need motor skill because they have a great deal of trouble manipulating pencils and crayons.

(F083.4% N37.6%)

Section Rank 48
Overall Rank 163

X130	Y130 NEED HELP (-0)	WOULD LIKE HELP (2.00)	PROBABLY CAPABLE (3.00)	PRESENTLY CAPABLE (5.00)	PRESENTLY CAPABLE (6.00)	ROW TOTAL
-0	2 100.0 40.0 4.2	0 0 0 0	0 0 0 0	0 0 0 0	0 0 0 0	2 4.2
NEVER 4.00	2 33.3 40.0 4.2	0 0 0 0	0 0 0 0	2 33.3 15.4 4.2	2 33.3 16.7 4.2	6 12.5
OCASIONALLY 5.00	0 0 0 0	0 0 0 0	3 21.4 33.3 6.3	5 35.7 38.5 10.4	6 42.9 50.0 12.5	14 29.2
FREQUENTLY 6.00	1 3.8 20.0 2.1	9 34.6 100.0 18.8	6 23.1 66.7 12.5	6 23.1 66.2 12.5	4 15.4 33.3 8.3	26 54.2
COLUMN TOTAL	5 10.4	9 18.8	9 18.8	13 27.1	12 25.0	48 100.0

NUMBER OF MISSING OBSERVATIONS = 20

Children move a lot from one place to another and from one city to another.

(F096.4% N37.5%)

Section Rank 49
Overall Rank 164

X039	Y039 (COUNT / ROW PCT / COL PCT / TOT PCT)	NEED HELP 2.00	WOULD LIKE HELP 3.00	PROBABLY CAPABLE 5.00	PRESENTLY CAPABLE 6.00	ROW TOTAL
	-0	1 / 100.0 / 20.0 / 1.8	0 / 0 / 0 / 0	0 / 0 / 0 / 0	0 / 0 / 0 / 0	1 / 1.8
NEVER	4.00	0 / 0 / 0 / 0	0 / 100.0 / 6.3 / 1.8	0 / 0 / 0 / 0	0 / 0 / 0 / 0	1 / 1.8
OCASIONALLY	5.00	2 / 7.4 / 40.0 / 3.6	6 / 22.2 / 37.5 / 10.7	14 / 51.9 / 70.0 / 25.0	5 / 16.5 / 50.0 / 8.9	27 / 48.2
FREQUENTLY	6.00	2 / 7.4 / 40.0 / 3.6	9 / 33.3 / 56.3 / 16.1	6 / 22.2 / 30.0 / 10.7	5 / 19.5 / 50.0 / 8.9	27 / 48.2
	COLUMN TOTAL	5 / 8.9	16 / 28.6	20 / 35.7	10 / 17.9	56 / 100.0

NUMBER OF MISSING OBSERVATIONS = 12

Work assignments are never done because "the dog ate it", "my baby sister tore it up", "I forgot my books at home", "I lost my books", or "I didn't feel like doing it!"

(F087.9% N36.6%)

Section Rank 50
Overall Rank 168

X102	Y102 (COUNT / ROW PCT / COL PCT / TOT PCT)	NEED HELP 2.00	WOULD LIKE HELP 3.00	PROBABLY CAPABLE 5.00	PRESENTLY CAPABLE 6.00	ROW TOTAL
NEVER	4.00	0 / 0 / 0 / 0	3 / 42.9 / 25.0 / 5.2	1 / 14.3 / 6.7 / 1.7	3 / 42.9 / 13.6 / 5.2	7 / 12.1
OCASIONALLY	5.00	0 / 0 / 0 / 0	4 / 18.2 / 33.3 / 6.9	7 / 31.8 / 46.7 / 12.1	11 / 50.0 / 50.0 / 19.0	22 / 37.9
FREQUENTLY	6.00	9 / 31.0 / 100.0 / 15.5	5 / 17.2 / 41.7 / 8.6	7 / 24.1 / 46.7 / 12.1	6 / 27.6 / 36.4 / 13.8	29 / 50.0
	COLUMN TOTAL	9 / 15.5	12 / 20.7	15 / 25.9	22 / 37.9	58 / 100.0

NUMBER OF MISSING OBSERVATIONS = 10

Consultant Analysis

Class barriers (socio-economic distinctions) provide a major parameter for understanding the teachers' perceptions and actions. The statements in this section are distinct manifestations of class and class relations, and should be considered independently of the ethnicity of the students and parents. These statements are applicable to lower class groups from different ethnic sectors in the United States. We are aware of the relationship between ethnicity and poverty in the United States and other multi-ethnic capitalist societies, but social behavior and attitudes which are an adaptation or a response to economic and social deprivation should not be confused with cultural norms and values. Sometimes it is not easy to differentiate between class and culture, and class situation generates values which become part of the cultural framework. To differentiate between class and cultural aspects is crucial, however. The statements in this category express ignorance of the socio-cultural implications of economic deprivation, living conditions, and value orientation of low income groups. Although some statements are positive in their attempts to understand the social implications of class situation, others express strong prejudices.

Fourteen (14) statements are concerned with the mobility of the Puerto Rican community and its effects on children's attendance in school. These statements reflect the ignorance of the teachers about the economic conditions of the Puerto Rican families in Holyoke, the place they occupy in the economic structure of American society, as well as the dynamics of Puerto Rican emigration. A good example is the statement, "It seems that the Puerto Rican society is a very mobile

one." (062) The same has been said about American society, including the white middle class. Mobility is correlated with changing economic conditions and the job market. The mobility of Puerto Ricans has to be understood within the context of the fluctuations of the job market for nonskilled laborers in the United States and in Puerto Rico. The different variables which intervene in the dynamics of school absenteeism are mainly class phenomena and not ethnic manifestations. It presents a problem for the teachers and the school but it is part of the orientation of a school system designed for a middle class population which is not attuned to the needs of low income groups. The same can be said about the statements concerned with the attitudes of the parents toward the school and education. The values and goals of education of the teachers differ from those of the parents. Both approach the school system with different values and expectations which are the product of class differences. Teachers and school personnel in general, not only come from different cultures, but they also come from a different socio-economic classes. One is led to wonder if these teachers confronted with children from white Appalachian families would not face most if not all of the problems hereby attributed to the differences between "Spanish" or "Puerto Rican" and "American" ways of life. The perceptions and styles of the poor, as is well known, are quite alien and incomprehensible to the average member of the "middle" class.

The main problem, and probably a partial solution, is how to develop a dialogue between parents and teachers about the orientation and goals of the Holyoke school system. The question to be asked is how a school system developed according to norms and values of the white

anglo middle sectors, can be of benefit to children from working class or impoverished families? It seems to us that the majority of the teachers have not asked themselves that question. To answer that question is to make a major decision about the school's policy -- an answer which should result from the combined efforts of parents, teachers, school administrators and the community in general.

Elaboration and Conclusion

According to the analysis of pertinent data, there are three ground rules for the successful operation of the Holyoke school system, as teachers have come to know it. A high degree of teacher and student concurrence is prerequisite to their working together. 1) The school is a central vehicle for social mobility. Schools are an important and central part of all children's existence, critical to their getting future employment, to their taking responsibility in the community, both in the present and in the future. 2) Academic work is a source of pride. The completion of work is a source of reward and personal pride. Teachers have come to expect that good work receives such rewards as good grades, and that putting in extra time sooner or later brings about even more successful results. (The reader can note the sense of pride teachers take in their own innovative and "above the call of duty" projects, and the sense of disappointment they report when administration, or parents, or the children either do not respond to their work, on the one hand, or vandalize it on the other. 3) The schooling network as a whole is a source of pride. It is normal for children to develop a sense of pride in the whole school when they realize that there is a whole network of teachers and administrators who are working for their benefit. It is normal to expect that students who have come to appreciate the school system will demonstrate that appreciation by taking responsibility within the system -- most notably by earning higher grades, attending more regularly, cooperating more with the teachers, and handing in work assignments.

For a variety of reasons teachers generally report violations of the above expectations. Instrument # 2 showed clearly that teachers consider

the problems in this cluster to be of critical importance. Fifty teachers, for example, reported a high priority for training in how to deal with discipline problems -- 33 teachers ranking this item as "most important" and 17, "moderate." The rank of this item was 4th among the 48 needs included in Instrument #2. Ranking 6th was the need "to develop a better attitude toward Spanish-speaking family and community." Twenty-five teachers ranked this item as most important and 21 ranked it to be of moderate importance. The 3rd most important from Instrument #2, "how to motivate students," relates to this cluster. A total of 52 teachers out of 68 noted its importance to their classroom needs.

While the teachers often note that the children do not concur in the basic ground rules, the teacher statements included in this cluster demonstrate that they do make attempts to understand the socio-economic conditions of the children they teach, and to answer the question pointed out by the consultants, "how can the school system developed according to the norms and values of the white anglo middle sectors, benefit the children from working class or impoverished families?" However, two major teacher needs become visible at this point.

1) Teachers themselves recognize the tenuousness of many of their socio-economic observations, and report their lack of certainty by prefacing their observations with numerous diminutive phrases: "it appears," "it seems," "parents appear," "apparently," "probably," "I find," etc. These phrases appear more than 20 times in the statements in this cluster.

2) The focus of teacher socio-economic observations is on the various social and economic factors that make the children the way they are. Examples include: "Children are not particularly interested..." "The Puerto Rican society is a very mobile one." "...because the parents don't see any reason for sending them to school." "...because the parents are not particularly interested..." "...they are from poor economic situations." "...because grades don't mean anything to them." The statements listed above demonstrate a preponderence with taking apart and explaing the student's values and expectations. To be sure, such an application of socio-economic principles is a form of "socio-economic" analysis, but it is quite underdeveloped, and in the end harmful since it perpetuates "explanations" and stereotypes. The statements rarely, if ever, demonstrate the teachers' ability to make socio-analytic observations about their own experience of the schooling process, or about prevailing values among the middle class in Holyoke, or about the kinds of norms that Holyoke teachers consider prerequisite to their doing a good job teaching. To answer the consultants' question, it is necessary, however, for the teachers to apply their analytic skills to "the school system developed according to the norms and values of the white middle anglo middle sectors..." Understanding the socio-economic conditions which have given rise to the Holyoke public school system is prerequisite to establishing a dialogue between the school and the Puerto Rican community. Within that dialogue, the teachers can develop an awareness of the misfit between their conceptions of "normality" and other people's conceptions of normality. An exclusive focus on the child and the Puerto Rican family never focuses on the

second half of the dialogue. The result is that teachers not only fail to clarify their teaching situations, but by presuming that the responsibility for changing the situation lies with the child and the family, the teachers perpetuate the ethnic stereotypes they are obstenibly trying to break with the application of socio-economic principles. What starts out as the teacher's claim to know something about the effects of socio-economic variables on the student's general level of developlment and socialization seldom reaches the level of sophistication required to enable teachers to gain clarity about their work situations and to provide for their students.

Description of Teacher Needs

4. Cultural Values - Including Language

The fourth category includes the statements about cultural values and cultural background (including the language) of the Puerto Rican families and children which can be differentiated from class attidudes and values.

What Teachers Expect

Communication is basic to the classroom. Every student must be able to communicate effectively in at least one language.

In order for teachers to meet the needs of their students, the range of cultural and language differences must be made small enough for the teachers to encompass that range of differences.

Giving and following directions requires that teachers and students at some point possess a common language.

English is the dominant language in which most Holyoke teachers can teach subject matter, converse with students, give directions, understand what is happening in the classroom, and talk with parents about instructional and disciplinary matters.

It is to be expected that students in Holyoke schoolrooms be able to function in Egnlish, or at least that they show a determination and progress inllearning the language, even if for particular periods of time they are being taught in Spanish.

Teachers should use all diligence to encourage children to function in English in order to speed up their language learning and assimilation.

It is normal to expect that a public school furnish its teachers and students with a curriculum, and with supporting services such as library materials and testing devices.

A properly run school requires the cooperation of the parents. Where there are language barriers, teachers must have some way to make known the content of their programs, or to explain to the parents in what ways a child has broken a rule.

There are fairly sharp divisions between the home and the school, however, in other matters: inter-family fights should never be brought into the classroom, family emotional issues should not be brought into school, and older brothers and sisters should not interfere with younger ones.

Interaction with the community and with the school are normally expected of people living in Holyoke.

Students are expected to exhibit a respect for and a willingness to cooperate with figures of authority. This includes such areas as:

a) listening when spoken to by teachers
b) following instructions
c) accepting help when offered by teachers
d) accepting discipline when administered

At least two conditions must be met for disciplinary measures to be effective: 1) the student must know clearly the reasons he/she is being disciplined, and 2) teachers must be able to determine if their disciplinary measures have had the desired effect.

Language differences normally undercut disciplinary efforts on two conditions: 1) if the students are not clear why they are being diciplined, and 2) if teachers cannot determine afterward whether or not they have had the desired effect.

Teachers must at all times have the capability of finding out what is happening in the classroom or in the hallways -- who is to blame for disturbances, what are the reasons for a fight, who are the participants in an argument, etc.

It is normally expected that <u>all</u> students cooperate with the teacher who is trying to find out who is the source of a problem within the classroom.

Students should cooperate with the teacher when the teacher tries to find out what happened, who is to blame for a fight or argument, when the

teacher attempts to break up an argument, etc. Students should stand back (unless they are to blame) and wait for the person in authority to request specific details, at which point the child should always give names, places, and issues.

No child should use the language barrier as a means for circumventing discipline or instructions.

Students should exhibit a respect for property (school property in particular).

The normal ways of dealing with children presume that the children have a strong sense of self-control, that they are relatively quiet, and that they do not move around the room.

When given assignments children are expected to work alone on that assignment. They are expected to be independent workers.

In order to succeed in American society children have to be mainstreamed into "the American Way."

Cultural differences are all right, as long as they do not interfere with the classroom, with disciplinary efforts, or with the general educational process.

A strong sense of ethnic identity stresses the differences between cultures and makes students feel alienated. It keeps them from becoming part of the mainstream.

Teachers should be given groups of students with homogeneous cultural backgrounds and similar enough experiences so that they can relate in the similar ways to common material.

What Teachers Report -- Language and Language Barriers

Sequential Curriculum: There is no bilingual curriculum in Holyoke.

(F079.5% N76.9%)

Section Rank 1
Overall Rank 5

X095	Y095 NEED HELP -0	WOULD LIKE HELP 2.00	PROBABLY CAPABLE 3.00	PRESENTLY CAPABLE 5.00	6.00	ROW TOTAL
-0	2 100.0 50.0 5.1	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	2 5.1
4.00 NEVER	1 16.7 25.0 2.6	1 16.7 4.5 2.6	2 33.3 25.0 5.1	0 0.0 0.0 0.0	2 33.3 50.0 5.1	6 15.4
5.00 OCASIONALLY	0 0.0 0.0 0.0	0 0.0 0.0 0.0	2 50.0 25.0 5.1	1 25.0 100.0 2.6	1 25.0 25.0 2.6	4 10.3
6.00 FREQUENTLY	1 3.7 25.0 2.6	21 77.8 95.5 53.8	4 14.8 50.0 10.3	0 0.0 0.0 0.0	1 3.7 25.0 2.6	27 69.2
COLUMN TOTAL	4 10.3	22 56.4	8 20.5	1 2.6	4 10.3	39 100.0

NUMBER OF MISSING OBSERVATIONS = 29

Students are registered in the school by aides or secretaries. They are placed in bilingual classes at times simply because their parents speak Spanish. They are never tested.

(F084.3% N74.6%)

Section Rank 2
Overall Rank 10

X145	Y145 NEED HELP -0	WOULD LIKE HELP 2.00	PROBABLY CAPABLE 3.00	PRESENTLY CAPABLE 5.00	6.00	ROW TOTAL
-0	1 100.0 50.0 2.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	1 2.0
4.00 NEVER	1 14.3 50.0 2.0	0 0.0 0.0 0.0	2 28.6 10.5 3.9	2 28.6 25.0 3.9	2 28.6 66.7 3.9	7 13.7
5.00 OCASIONALLY	0 0.0 0.0 0.0	1 7.7 5.3 2.0	8 61.5 42.1 15.7	4 30.8 50.0 7.8	0 0.0 0.0 0.0	13 25.5
6.00 FREQUENTLY	0 0.0 0.0 0.0	18 60.0 94.7 35.3	9 30.0 47.4 17.6	2 6.7 25.0 3.9	1 3.3 33.3 2.0	30 58.8
COLUMN TOTAL	2 3.9	19 37.3	19 37.3	8 15.7	3 5.9	51 100.0

NUMBER OF MISSING OBSERVATIONS = 17

Spanish students who have not been in bilingual class at all have language barriers which vary in their severity. For example: Two boys in my second period class began school in America in grade two, as a second grader. As a result of the fact that they spoke no English, they were not taught to read. By fifth grade they knew English but it was too late to catch up with the others. Now in grade seven they read almost no English and entirely no Spanish.

(F080.0% N74.3%)

Section Rank 3
Overall Rank 11

X212	Y212 NEED HELP -0	2.00	WOULD LIKE HELP 3.00	PROBABLY CAPABLE 5.00	PRESENTLY CAPABLE 6.00	ROW TOTAL
-0	2 66.7 50.0 5.7	1 33.3 8.3 2.9	0 0 0 0	0 0 0 0	0 0 0 0	3 8.6
NEVER 4.00	2 50.0 50.0 5.7	0 0 0 0	1 25.0 7.1 2.9	1 25.0 33.3 2.9	0 0 0 0	4 11.4
OCASIONALLY 5.00	0 0 0 0	5 31.3 41.7 14.3	7 43.8 50.0 20.0	2 12.5 66.7 5.7	2 12.5 100.0 5.7	16 45.7
FREQUENTLY 6.00	0 0 0 0	6 50.0 50.0 17.1	6 50.0 42.9 17.1	0 0 0 0	0 0 0 0	12 34.3
COLUMN TOTAL	4 11.4	12 34.3	14 40.0	3 8.6	2 5.7	35 100.0

NUMBER OF MISSING OBSERVATIONS = 33

No research on language (grammatical) structure of Puerto Rican children.

(F070.3% N74.0%)

Section Rank 4
Overall Rank 12

X146	Y146 NEED HELP -0	2.00	WOULD LIKE HELP 3.00	PROBABLY CAPABLE 5.00	PRESENTLY CAPABLE 6.00	ROW TOTAL
-0	1 100.0 33.3 3.7	0 0 0 0	0 0 0 0	0 0 0 0	0 0 0 0	1 3.7
NEVER 4.00	2 28.6 66.7 7.4	1 14.3 12.5 3.7	1 14.3 8.3 3.7	0 0 0 0	3 42.9 100.0 11.1	7 25.9
OCASIONALLY 5.00	0 0 0 0	1 14.3 12.5 3.7	5 71.4 41.7 18.5	1 14.3 100.0 3.7	0 0 0 0	7 25.9
FREQUENTLY 6.00	0 0 0 0	6 50.0 75.0 22.2	6 50.0 50.0 22.2	0 0 0 0	0 0 0 0	12 44.4
COLUMN TOTAL	3 11.1	8 29.6	12 44.4	1 3.7	3 11.1	27 100.0

NUMBER OF MISSING OBSERVATIONS = 41

Spanish children are not learning enough English in Kindergarten.

(F075.0% N69.4%)

Section Rank 5
Overall Rank 20

X072	Y072	NEED HELP	WOULD LIKE HELP	PROBABLY CAPABLE	PRESENTLY CAPABLE	ROW TOTAL
	-0	3 / 100.0 / 60.0 / 8.3	0 / 0 / 0 / 0	0 / 0 / 0 / 0	0 / 0 / 0 / 0	3 / 8.3
NEVER	4.00	2 / 33.3 / 40.0 / 5.6	0 / 0 / 0 / 0	0 / 0 / 0 / 0	2 / 33.3 / 66.7 / 5.6	6 / 16.7
OCASIONALLY	5.00	0 / 0 / 0 / 0	0 / 0 / 0 / 0	6 / 85.7 / 37.5 / 16.7	1 / 14.3 / 33.3 / 2.8	0 / 0 / 7 / 19.4
FREQUENTLY	6.00	0 / 0 / 0 / 0	9 / 47.4 / 100.0 / 25.0	10 / 52.6 / 62.5 / 27.8	0 / 0 / 0 / 0	1 / 5.0 / 33.3 / 2.8	20 / 55.6
COLUMN TOTAL		5 / 13.9	9 / 25.0	16 / 44.4	3 / 8.3	3 / 8.3	36 / 100.0

NUMBER OF MISSING OBSERVATIONS = 32

Spanish children are not learning enough English in Kindergarten. Most of the children I work with were not here for Kindergarten. They don't get here until the 3rd or 4th grade.

(F078.3% N62.1%)

Section Rank 6
Overall Rank 41

X160	Y160	NEED HELP	WOULD LIKE HELP	PROBABLY CAPABLE	PRESENTLY CAPABLE	ROW TOTAL
	-0	1 / 20.0 / 16.7 / 2.7	1 / 20.0 / 16.7 / 2.7	2 / 40.0 / 11.8 / 5.4	0 / 0 / 0 / 0	1 / 20.0 / 25.0 / 2.7	5 / 13.5
NEVER	4.00	1 / 33.3 / 16.7 / 2.7	0 / 0 / 0 / 0	1 / 33.3 / 5.9 / 2.7	0 / 0 / 0 / 0	1 / 33.3 / 25.0 / 2.7	3 / 8.1
OCASIONALLY	5.00	1 / 5.6 / 16.7 / 2.7	1 / 5.6 / 16.7 / 2.7	10 / 55.6 / 58.8 / 27.0	4 / 22.2 / 100.0 / 10.8	2 / 11.1 / 50.0 / 5.4	18 / 48.6
FREQUENTLY	6.00	3 / 27.3 / 50.0 / 8.1	4 / 36.4 / 66.7 / 10.8	4 / 36.4 / 23.5 / 10.8	0 / 0 / 0 / 0	0 / 0 / 0 / 0	11 / 29.7
COLUMN TOTAL		6 / 16.2	6 / 16.2	17 / 45.9	4 / 10.8	4 / 10.8	37 / 100.0

NUMBER OF MISSING OBSERVATIONS = 31

Conversational Spanish: Group sessions to learn a sufficient amount of Spanish to communicate with students.

(F052.2% N60.9%)

Section Rank 7
Overall Rank 48

Y096

X096	COUNT / ROW PCT / COL PCT / TOT PCT	NEED HELP -.00	WOULD LIKE HELP 2.00	PROBABLY CAPABLE 3.00	PRESENTLY CAPABLE 5.00	6.00	ROW TOTAL
	-.00	0	1	0	0	1	2
		0	50.0	0	0	50.0	4.3
		0	8.3	0	0	9.1	
		0	2.2	0	0	2.2	
NEVER	4.00	2	3	3	3	9	2
		10.0	15.0	15.0	15.0	45.0	43.5
		66.7	25.0	18.8	75.0	81.8	
		4.3	6.5	6.5	6.5	19.6	
OCASIONALLY	5.00	0	2	6	1	1	8
		0	25.0	75.0	12.5	12.5	17.4
		0	0	37.5	25.0	9.1	
		0	0	13.0	2.2	2.2	
FREQUENTLY	6.00	1	8	7	0	0	16
		6.3	50.0	43.8	0	0	34.8
		33.3	66.7	43.8	0	0	
		2.2	17.4	15.2	0	0	
	COLUMN TOTAL	3	12	16	4	11	46
		6.5	26.1	34.8	8.7	23.9	100.0

NUMBER OF MISSING OBSERVATIONS = 22

Most Spanish speaking students are deficient in the knowledge of their own language, even their alphabet. This makes the mastery of English more difficult. They have little or no interest in learning.

(F090.5% N56.6%)

Section Rank 8
Overall Rank 60

Y239

X239	COUNT / ROW PCT / COL PCT / TOT PCT	NEED HELP -.00	WOULD LIKE HELP 2.00	PROBABLY CAPABLE 3.00	PRESENTLY CAPABLE 5.00	6.00	ROW TOTAL
	-.00	1	0	0	0	0	1
		100.0	0	0	0	0	1.9
		33.3	0	0	0	0	
		1.9	0	0	0	0	
NEVER	4.00	0	0	0	1	3	4
		0	0	0	25.0	75.0	7.5
		0	0	0	11.1	27.3	
		0	0	0	1.9	5.7	
OCASIONALLY	5.00	1	3	13	7	5	2
		3.4	10.3	44.8	24.1	17.2	54.
		33.3	27.3	68.4	77.8	45.5	
		1.9	5.7	24.5	13.2	9.4	
FREQUENTLY	6.00	1	8	6	1	3	19
		5.3	42.1	31.6	5.3	15.8	35.8
		33.3	72.7	31.6	11.1	27.3	
		1.9	15.1	11.3	1.9	5.7	
	COLUMN TOTAL	3	11	19	9	11	53
		5.7	20.8	35.8	17.0	20.8	100.0

NUMBER OF MISSING OBSERVATIONS = 15

Trouble communicating with some parents because of the language barrier.

(F081.7% N54.1%)

Section Rank 9
Overall Rank 74

X026	Y026	NEED HELP -0T	2.00	WOULD LIKE HELP 3.00	PROBABLY CAPABLE 5.00	PRESENTLY CAPABLE 6.00	ROW TOTAL
	-0	1	0	1	0	0	2
		50.0	0	50.0	0	0	3.3
		25.0	0	4.3	0	0	
		1.6	0	1.6	0	0	
NEVER	4.00	1	0	1	1	6	9
		11.1	0	11.1	11.1	66.7	14.8
		25.0	0	4.3	7.7	54.5	
		1.6	0	1.6	1.6	9.8	
OCASIONALLY	5.00	1	0	11	9	3	24
		4.2	0	45.8	37.5	12.5	39.3
		25.0	0	47.8	69.2	27.3	
		1.6	0	18.0	14.8	4.9	
FREQUENTLY	6.00	1	10	10	3	2	26
		3.8	38.5	38.5	11.5	7.7	42.6
		25.0	100.0	43.5	23.1	18.2	
		1.6	16.4	16.4	4.9	3.3	
COLUMN TOTAL		4	10	23	13	11	61
		6.6	16.4	37.7	21.3	18.0	100.0

NUMBER OF MISSING OBSERVATIONS = 7

Twenty four fifth and sixth graders arrive in September. They are assigned two teachers, one ESL and one bilingual. They must be grouped for instruction by language dominance and achievement level. How can this be best done? What kind of schedule and physical arrangements are needed? Which teacher teaches what subjects? In which languages are subjects taught?

(F070.2% N54.0%)

Section Rank 10
Overall Rank 75

X101	Y101	NEED HELP -0T	2.00	WOULD LIKE HELP 3.00	PROBABLY CAPABLE 5.00	PRESENTLY CAPABLE 6.00	ROW TOTAL
	-0	1	0	0	0	0	1
		100.0	0	0	0	0	2.7
		50.0	0	0	0	0	
		2.7	0	0	0	0	
NEVER	4.00	1	3	2	2	2	10
		10.0	30.0	20.0	20.0	20.0	27.0
		50.0	30.0	30.0	33.3	22.2	
		2.7	8.1	5.4	5.4	5.4	
OCASIONALLY	5.00	0	2	5	1	4	12
		0	16.7	41.7	8.3	33.3	32.4
		0	20.0	50.0	16.7	44.4	
		0	5.4	13.5	2.7	10.8	
FREQUENTLY	6.00	0	5	3	3	3	14
		0	35.7	21.4	21.4	21.4	37.8
		0	50.0	30.0	50.0	33.3	
		0	13.5	8.1	8.1	8.1	
COLUMN TOTAL		2	10	10	6	9	37
		5.4	27.0	27.0	16.2	24.3	100.0

NUMBER OF MISSING OBSERVATIONS = 31

Kindergarten teachers should have some knowledge of Spanish. Even a few basic words can assist a child greatly in trying to understand what the English teacher is saying.

(F086.6% N53.3%)

Section Rank 11
Overall Rank 78

X073 \ Y073	-0	2.00 NEED HELP	3.00 WOULD LIKE HELP	5.00 PROBABLY CAPABLE	6.00 PRESENTLY CAPABLE	ROW TOTAL
-0	1 100.0 33.3 2.2	0 0 0 0	0 0 0 0	0 0 0 0	0 0 0 0	1 2.2
4.00 NEVER	2 40.0 66.7 4.4	1 20.0 7.1 2.2	0 0 0 0	1 20.0 11.1 2.2	1 20.0 11.1 2.2	5 11.1
5.00 OCASIONALLY	0 0 0 0	2 13.3 14.3 4.4	4 26.7 40.0 8.9	7 46.7 77.8 15.6	2 13.3 22.2 4.4	15 33.3
6.00 FREQUENTLY	0 0 0 0	11 45.8 78.6 24.4	6 25.0 60.0 13.3	1 4.2 11.1 2.2	6 25.0 66.7 13.3	24 53.3
COLUMN TOTAL	3 6.7	14 31.1	10 22.2	9 20.0	9 20.0	45 100.0

NUMBER OF MISSING OBSERVATIONS = 23

The program completely isolates the Spanish child allowing him less chance to learn English through exposure to the language.

(F070.8% N52.1%)

Section Rank 12
Overall Rank 85

X093 \ Y093	-0	2.00 NEED HELP	3.00 WOULD LIKE HELP	5.00 PROBABLY CAPABLE	6.00 PRESENTLY CAPABLE	ROW TOTAL
-0	2 100.0 40.0 4.2	0 0 0 0	0 0 0 0	0 0 0 0	0 0 0 0	2 4.2
4.00 NEVER	3 25.0 60.0 6.3	1 8.3 8.3 2.1	1 8.3 7.7 2.1	2 16.7 25.0 4.2	5 41.7 50.0 10.4	12 25.0
5.00 OCASIONALLY	0 0 0 0	3 16.7 25.0 6.3	6 33.3 46.2 12.5	5 27.8 62.5 10.4	4 22.2 40.0 8.3	18 37.5
6.00 FREQUENTLY	0 0 0 0	8 50.0 66.7 16.7	6 37.5 46.2 12.5	1 6.3 12.5 2.1	1 6.3 10.0 2.1	16 33.3
COLUMN TOTAL	5 10.4	12 25.0	13 27.1	8 16.7	10 20.8	48 100.0

NUMBER OF MISSING OBSERVATIONS = 20

Frustrating: It is physically impossible to teach each child all the things he is supposed to be learning. So where do we draw the line? Do we emphasize ESL, concentrate on Spanish reading or maybe it would be wise to fit in arithmetic. However, do you teach it in English or Spanish (assuming the child knows numbers in English).

(F080.0% N52.0%)

Section Rank 13
Overall Rank 86

X091	Y091	NEED HELP 0	WOULD LIKE HELP 2.00	PROBABLY CAPABLE 3.00	PRESENTLY CAPABLE 5.00	PRESENTLY CAPABLE 6.00	ROW TOTAL
	-0	2 100.0 50.0 4.0	0 0 0 0	0 0 0 0	0 0 0 0	0 0 0 0	2 4.0
NEVER	4.00	0 0 0 0	2 25.0 13.3 4.0	2 25.0 18.2 4.0	1 12.5 11.1 2.0	3 37.5 27.3 6.0	8 16.0
OCASIONALLY	5.00	1 5.9 25.0 2.0	2 11.8 13.3 4.0	2 11.8 18.2 4.0	6 35.3 66.7 12.0	6 35.3 54.5 12.0	17 34.0
FREQUENTLY	6.00	1 4.3 25.0 2.0	11 47.8 73.3 22.0	7 30.4 63.6 14.0	2 8.7 22.2 4.0	2 8.7 18.2 4.0	23 46.0
	COLUMN TOTAL	4 8.0	15 30.0	11 22.0	9 18.0	11 22.0	50 100.0

NUMBER OF MISSING OBSERVATIONS = 18

When it comes to explaining a particular problem with a Spanish speaking parent either orally or written, I feel I can't convey myself to him/her or she can't communicate with me.

(F080.0% N49.0%)

Section Rank 14
Overall Rank 107

X196	Y196	NEED HELP 0	WOULD LIKE HELP 2.00	PROBABLY CAPABLE 3.00	PRESENTLY CAPABLE 5.00	PRESENTLY CAPABLE 6.00	ROW TOTAL
NEVER	4.00	1 9.1 100.0 1.8	0 0 0 0	1 9.1 5.3 1.8	0 0 0 0	9 81.8 56.3 16.4	11 20.0
OCASIONALLY	5.00	0 0 0 0	1 4.0 12.5 1.8	10 40.0 52.6 18.2	10 40.0 90.9 18.2	4 16.0 25.0 7.3	25 45.5
FREQUENTLY	6.00	0 0 0 0	7 36.8 87.5 12.7	8 42.1 42.1 14.5	1 5.3 9.1 1.8	3 15.8 18.8 5.5	19 34.5
	COLUMN TOTAL	1 1.8	8 14.5	19 34.5	11 20.0	16 29.1	55 100.0

NUMBER OF MISSING OBSERVATIONS = 13

Frustrating, but a child must be able to read the same book as an English speaking child to be transferred. Yet their readers are different and, therefore, so is their vocabulary.

(F075.6% N48.8%)

Section Rank 15
Overall Rank 110

X089	YC89 -1	2.00 NEED HELP	3.00 WOULD LIKE HELP	5.00 PROBABLY CAPABLE	6.00 PRESENTLY CAPABLE	ROW TOTAL
NEVER 4.00	1	1	2	3	3	10
	10.0	10.0	20.0	30.0	30.0	24.4
	33.3	12.5	16.7	27.3	42.9	
	2.4	2.4	4.9	7.3	7.3	
OCASIONALLY 5.00	1	1	2	5	3	12
	8.3	8.3	16.7	41.7	25.0	29.3
	33.3	12.5	16.7	45.5	42.9	
	2.4	2.4	4.9	12.2	7.3	
FREQUENTLY 6.00	1	6	8	3	1	19
	5.3	31.6	42.1	15.8	5.3	46.3
	33.3	75.0	66.7	27.3	14.3	
	2.4	14.6	19.5	7.3	2.4	
COLUMN TOTAL	3	8	12	11	7	41
	7.3	19.5	29.3	26.8	17.1	100.0

NUMBER OF MISSING OBSERVATIONS = 27

Lack of language homogeneity. There are no books that can be used in common for homeroom classes such as history, health, science, spelling. This is because some of the children read no English and others read no Spanish. Some read English very well and some read Spanish very well. This situation provides for a very difficult teaching situation.

(F075.0% N47.8%)

Section Rank 16
Overall Rank 112

X061	YC61 -1	2.00 NEED HELP	3.00 WOULD LIKE HELP	5.00 PROBABLY CAPABLE	6.00 PRESENTLY CAPABLE	ROW TOTAL
-0	3	0	0	0	0	3
	100.0	0	0	0	0	6.8
	60.0	0	0	0	0	
	6.8	0	0	0	0	
NEVER 4.00	2	1	1	0	4	8
	25.0	12.5	12.5	0	50.0	18.2
	40.0	20.0	6.3	0	44.4	
	4.5	2.3	2.3	0	9.1	
OCASIONALLY 5.00	0	0	6	5	2	13
	0	0	46.2	38.5	15.4	29.5
	0	0	37.5	55.6	22.2	
	0	0	13.6	11.4	4.5	
FREQUENTLY 6.00	0	4	9	4	3	20
	0	20.0	45.0	20.0	15.0	45.5
	0	80.0	56.3	44.4	33.3	
	0	9.1	20.5	9.1	6.8	
COLUMN TOTAL	5	5	16	9	9	44
	11.4	11.4	36.4	20.5	20.5	100.0

NUMBER OF MISSING OBSERVATIONS = 24

Regular classroom teachers are always trying to put Spanish students with us because they are not reading up to grade level with their top group. These students don't read or write Spanish.

(F069.6% N47.8%)

Section Rank 17
Overall Rank 113

X076	Y076	NEED HELP -1.00	WOULD LIKE HELP 2.00	PROBABLY CAPABLE 3.00	PRESENTLY CAPABLE 5.00	6.00	ROW TOTAL
	-9	1 100.0 21.0 2.2	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	1 2.2
NEVER	4.00	4 30.8 80.0 8.7	0 0.0 0.0 0.0	1 7.7 8.3 2.2	1 7.7 14.3 2.2	7 53.8 58.3 15.2	13 28.3
OCASIONALLY	5.00	0 0.0 0.0 0.0	4 21.1 40.0 8.7	5 26.3 41.7 10.9	5 26.3 71.4 10.9	5 26.3 41.7 10.9	19 41.3
FREQUENTLY	6.00	0 0.0 0.0 0.0	6 46.2 60.0 13.0	6 46.2 50.0 13.0	1 7.7 14.3 2.2	0 0.0 0.0 0.0	13 28.3
COLUMN TOTAL		5 10.9	10 21.7	12 26.1	7 15.2	12 26.1	46 100.0

NUMBER OF MISSING OBSERVATIONS = 22

Many of the Spanish speaking students neither read nor write in English (at all) and therefore are unable to participate in an English speaking classroom operated by an English speaking teacher.

(F081.4% N46.6%)

Section Rank 18
Overall Rank 118

X233	Y238	NEED HELP -1.00	WOULD LIKE HELP 2.00	PROBABLY CAPABLE 3.00	PRESENTLY CAPABLE 5.00	6.00	ROW TOTAL
	-9	2 66.7 50.0 4.7	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	1 33.3 11.1 2.3	3 7.0
NEVER	4.00	2 40.0 50.0 4.7	1 20.0 20.0 2.3	0 0.0 0.0 0.0	1 20.0 14.3 2.3	2 40.0 22.2 4.7	5 11.6
OCASIONALLY	5.00	0 0.0 0.0 0.0	2 10.5 33.3 4.7	8 42.1 57.1 18.6	7 36.8 78.0 16.3	2 10.5 22.2 4.7	19 44.2
FREQUENTLY	6.00	0 0.0 0.0 0.0	4 25.0 66.7 9.3	6 37.5 42.9 14.0	2 12.5 28.6 4.7	4 25.0 44.4 9.3	16 37.2
COLUMN TOTAL		4 9.3	6 14.0	14 32.6	10 23.3	9 20.9	43 100.0

NUMBER OF MISSING OBSERVATIONS = 25

My bilingual children show little success in reading readiness.

(F086.0% N46.0%)

Section Rank 19
Overall Rank 123

X150 \ Y150	NEED HELP (-0)	WOULD LIKE HELP (2.00)	PROBABLY CAPABLE (3.00)	PRESENTLY CAPABLE (5.00)	(6.00)	ROW TOTAL
-0	0	0	1	0	0	1
	0.0	0.0	100.0	0.0	0.0	2.0
	0.0	0.0	8.3	0.0	0.0	
	0.0	0.0	2.0	0.0	0.0	
NEVER 4.00	1	0	1	0	4	6
	16.7	0.0	16.7	0.0	66.7	12.0
	33.3	0.0	8.3	0.0	33.3	
	2.0	0.0	2.0	0.0	8.0	
OCASIONALLY 5.00	1	2	7	12	7	29
	3.4	6.9	24.1	41.4	24.1	58.0
	33.3	18.2	58.3	100.0	58.3	
	2.0	4.0	14.0	24.0	14.0	
FREQUENTLY 6.00	1	9	3	0	1	14
	7.1	64.3	21.4	0.0	7.1	28.0
	33.3	81.8	25.0	0.0	8.3	
	2.0	18.0	6.0	0.0	2.0	
COLUMN TOTAL	3	11	12	12	12	50
	6.0	22.0	24.0	24.0	24.0	100.0

NUMBER OF MISSING OBSERVATIONS = 18

An aura of suspicion is evident in the non-Spanish speaking children when there is any commotion among or within the Spanish speaking school community. Frequently it appears that some of the Spanish children will use Spanish to the disadvantage of the others. A final result is a most recognizable apprehensiveness in the English speaking children.

(F090.2% N45.1%)

Section Rank 20
Overall Rank 128

X186 \ Y186	NEED HELP (-0)	WOULD LIKE HELP (2.00)	PROBABLY CAPABLE (3.00)	PRESENTLY CAPABLE (5.00)	(6.00)	ROW TOTAL
NEVER 4.00	1	0	2	0	2	5
	20.0	0.0	40.0	0.0	40.0	9.8
	50.0	0.0	12.5	0.0	28.6	
	2.0	0.0	3.9	0.0	3.9	
OCASIONALLY 5.00	0	2	13	15	3	33
	0.0	6.1	39.4	45.5	9.1	64.7
	0.0	28.6	81.3	78.9	42.9	
	0.0	3.9	25.5	29.4	5.9	
FREQUENTLY 6.00	1	5	1	4	2	13
	7.7	38.5	7.7	30.8	15.4	25.5
	50.0	71.4	6.3	21.1	28.6	
	2.0	9.8	2.0	7.8	3.9	
COLUMN TOTAL	2	7	16	19	7	51
	3.9	13.7	31.4	37.3	13.7	100.0

NUMBER OF MISSING OBSERVATIONS = 17

What is it that you commonly face in the classroom? Not being able to communicate with the parents of the bilingual students.

(F080.0% N44.0%)

Section Rank 21
Overall Rank 136

X224	Y224 NEED HELP 2.00	WOULD LIKE HELP 3.00	PROBABLY CAPABLE 5.00	PRESENTLY CAPABLE 6.00	ROW TOTAL
-0	1 / 100.0 / 25.0 / 2.0	0 / 0 / 0 / 0	0 / 0 / 0 / 0	0 / 0 / 0 / 0	1 / 2.0
4.00 NEVER	2 / 22.2 / 50.0 / 4.0	0 / 0 / 0 / 0	0 / 0 / 0 / 0	7 / 77.8 / 53.8 / 14.0	9 / 18.0
5.00 OCASIONALLY	1 / 4.3 / 25.0 / 2.0	4 / 17.4 / 20.0 / 8.0	9 / 39.1 / 52.9 / 18.0	9 / 39.1 / 81.8 / 18.0	3 / 13.0 / 23.1 / 6.0	23 / 46.0
6.00 FREQUENTLY	0 / 0 / 0 / 0	4 / 23.5 / 80.0 / 8.0	8 / 47.1 / 47.1 / 16.0	2 / 11.8 / 18.2 / 4.0	3 / 17.6 / 23.1 / 6.0	17 / 34.0
COLUMN TOTAL	4 / 8.0	5 / 10.0	17 / 34.0	11 / 22.0	13 / 26.0	50 / 100.0

NUMBER OF MISSING OBSERVATIONS = 18

Communication between myself and the Spanish children posed a problem. They could not understand English, nor I Spanish. As a result I was forced to learn Spanish and they learned English. Even in a bilingual room with a Spanish teacher there are times when the ESL teacher must communicate with the children in their own tongue. It is profitable for an ESL or regular classroom teacher to understand and speak at least a minimum amount of Spanish.

(F099.4% N44.0%)

Section Rank 22
Overall Rank 137

X036	Y036 NEED HELP 2.00	WOULD LIKE HELP 3.00	PROBABLY CAPABLE 5.00	PRESENTLY CAPABLE 6.00	ROW TOTAL
-0	3 / 100.0 / 75.0 / 5.2	0 / 0 / 0 / 0	0 / 0 / 0 / 0	0 / 0 / 0 / 0	3 / 5.2
4.00 NEVER	0 / 0 / 0 / 0	1 / 11.1 / 9.1 / 1.7	2 / 22.2 / 13.3 / 3.4	1 / 11.1 / 9.1 / 1.7	5 / 55.6 / 29.4 / 8.6	9 / 15.5
5.00 OCASIONALLY	1 / 4.3 / 25.0 / 1.7	4 / 17.4 / 36.4 / 6.9	7 / 30.4 / 46.7 / 12.1	6 / 26.1 / 54.5 / 10.3	5 / 21.7 / 29.4 / 8.6	23 / 39.7
6.00 FREQUENTLY	0 / 0 / 0 / 0	5 / 26.3 / 54.5 / 8.6	6 / 26.1 / 40.0 / 10.3	4 / 17.4 / 36.4 / 6.9	7 / 30.4 / 41.2 / 12.1	23 / 39.7
COLUMN TOTAL	4 / 6.9	11 / 19.0	15 / 25.9	11 / 19.0	17 / 29.3	58 / 100.0

NUMBER OF MISSING OBSERVATIONS = 10

A student has just transferred from another school. He has been in English speaking classrooms. Because of space and the fact that he is Spanish he is put in a bilingual room. Result: he reverts back to speaking mostly Spanish.

(F060.0% N44.0%)

Section Rank 23
Overall Rank 139

Y370

X370	COUNT / ROW PCT / COL PCT / TOT PCT	NEED HELP 2.00	WOULD LIKE HELP 3.00	PROBABLY CAPABLE 5.00	PRESENTLY CAPABLE 6.00	ROW TOTAL
-0	8	1	0	0	0	9
	88.9	11.1	0	0	0	18.0
	61.5	20.0	0	0	0	
	16.0	2.0	0	0	0	
4.00 NEVER	3	0	4	1	3	11
	27.3	0	36.4	9.1	27.3	22.0
	23.1	0	23.5	14.3	37.5	
	6.0	0	8.0	2.0	6.0	
5.00 OCASIONALLY	2	2	11	6	3	24
	8.3	8.3	45.8	25.0	12.5	48.0
	15.4	40.0	64.7	85.7	37.5	
	4.0	4.0	22.0	12.0	6.0	
6.00 FREQUENTLY	0	2	2	0	2	6
	0	33.3	33.3	0	33.3	12.0
	0	40.0	11.8	0	25.0	
	0	4.0	4.0	0	4.0	
COLUMN TOTAL	13	5	17	7	8	50
	26.0	10.0	34.0	14.0	16.0	100.0

NUMBER OF MISSING OBSERVATIONS = 18

Students' limited Spanish vocabulary.

(F085.4% N43.9%)

Section Rank 24
Overall Rank 140

Y168

X168	COUNT / ROW PCT / COL PCT / TOT PCT	NEED HELP 2.00	WOULD LIKE HELP 3.00	PROBABLY CAPABLE 5.00	PRESENTLY CAPABLE 6.00	ROW TOTAL
-0	2	0	0	0	0	2
	100.0	0	0	0	0	4.9
	66.7	0	0	0	0	
	4.9	0	0	0	0	
4.00 NEVER	0	0	3	0	1	4
	0	0	75.0	0	25.0	9.8
	0	0	37.5	0	12.5	
	0	0	7.3	0	2.4	
5.00 OCASIONALLY	1	0	2	4	6	13
	7.7	0	15.4	30.8	46.2	31.7
	33.3	0	25.0	40.0	60.0	
	2.4	0	4.9	9.8	14.6	
6.00 FREQUENTLY	0	12	3	6	3	22
	0	45.5	13.6	27.3	13.6	53.7
	0	120.0	37.5	60.0	30.0	
	0	29.3	7.3	14.6	7.3	
COLUMN TOTAL	3	10	8	10	10	41
	7.3	24.4	19.5	24.4	24.4	100.0

NUMBER OF MISSING OBSERVATIONS = 27

Students use words that connote different meanings. In other words, some Spanish words have more than one meaning. I don't know sometimes when a word is vulgar or not.

(F068.6% N39.2%)

Section Rank 25
Overall Rank 156

X114	Y114	NEED HELP	WOULD LIKE HELP	PROBABLY CAPABLE	PRESENTLY CAPABLE	ROW TOTAL
	-0	2.00	3.00	5.00	6.00	
	-0	2	0	0	0	2
		100.0	0	0	0	3.9
		50.0	0	0	0	
		3.9	0	0	0	
NEVER	4.00	2	3	2	7	14
		14.3	21.4	14.3	50.0	27.5
		50.0	18.8	14.3	63.6	
		3.9	5.9	3.9	13.7	
OCASIONALLY	5.00	0	13	10	5	28
		0	46.4	35.7	17.9	54.9
		0	81.3	71.4	38.5	
		0	25.5	19.6	9.8	
FREQUENTLY	6.00	0	3	2	1	7
		0	42.9	28.6	14.3	13.7
		0	18.8	14.3	7.7	
		0	5.9	3.9	2.0	
COLUMN TOTAL		4	16	14	13	51
		7.8	31.4	27.5	25.5	100.0

NUMBER OF MISSING OBSERVATIONS = 17

Language barrier for 30 Spanish youngsters who join Full Chorus prevents them from learning music as quickly. Although there is a common ground for them in this area to work toward positive goals. I see this as a hindrance in maintaining high choral music standards.

(F050.0% N38.5%)

Section Rank 26
Overall Rank 158

X227	Y227	NEED HELP	WOULD LIKE HELP	PROBABLY CAPABLE	PRESENTLY CAPABLE	ROW TOTAL
	-0	2.00	3.00	5.00	6.00	
	-0	6	0	0	0	6
		100.0	0	0	0	23.1
		66.7	0	0	0	
		23.1	0	0	0	
NEVER	4.00	3	1	2	1	7
		42.9	14.3	28.6	14.3	26.9
		33.3	33.3	66.7	33.3	
		11.5	3.8	7.7	3.8	
OCASIONALLY	5.00	0	2	3	1	6
		0	33.3	50.0	16.7	23.1
		0	50.0	60.0	50.0	
		0	7.7	11.5	3.8	
FREQUENTLY	6.00	0	1	0	0	7
		0	14.3	0	0	26.9
		0	25.0	0	0	
		0	3.8	0	0	
COLUMN TOTAL		9	4	5	2	26
		34.6	15.4	19.2	7.7	100.0

NUMBER OF MISSING OBSERVATIONS = 42

Children who speak English fluently feel alienated by being placed in Spanish class. Should be integrated in English classes with English reading and math instruction being individualized.

(F077.2% N36.4%)

Section Rank 27
Overall Rank 170

X116	Y116	NEED HELP 2.00	WOULD LIKE HELP 3.00	PROBABLY CAPABLE 5.00	PRESENTLY CAPABLE 6.00	ROW TOTAL
-9	2 100.0 40.0 4.5	0 0 0 0	0 0 0 0	0 0 0 0	0 0 0 0	2 4.5
NEVER 4.00	2 25.0 40.0 4.5	0 0 0 0	2 25.0 22.2 4.5	1 12.5 11.1 2.3	3 37.5 21.4 6.8	8 18.2
OCASIONALLY 5.00	0 0 0 0	1 4.8 14.3 2.3	6 28.6 66.7 13.6	6 28.6 66.7 13.6	8 38.1 57.1 18.2	21 47.7
FREQUENTLY 6.00	1 7.7 20.0 2.3	6 46.2 85.7 13.6	1 7.7 11.1 2.3	2 15.4 22.2 4.5	3 23.1 21.4 6.8	13 29.5
COLUMN TOTAL	5 11.4	7 15.9	9 20.5	9 20.5	14 31.8	44 100.0

NUMBER OF MISSING OBSERVATIONS = 24

Many children who have been disciplined may not know the reason for this because of the language barrier.

(F064.5% N36.2%)

Section Rank 28
Overall Rank 172

X077	Y033	NEED HELP 2.00	WOULD LIKE HELP 3.00	PROBABLY CAPABLE 5.00	PRESENTLY CAPABLE 6.00	ROW TOTAL
-9	2 100.0 50.0 3.4	0 0 0 0	0 0 0 0	0 0 0 0	0 0 0 0	2 3.4
NEVER 4.00	2 10.5 50.0 3.4	2 10.5 22.2 3.4	3 15.8 25.0 5.1	5 26.3 23.8 8.5	7 36.8 33.8 11.9	19 32.2
OCASIONALLY 5.00	0 0 0 0	5 17.2 55.6 8.5	5 17.2 41.7 8.5	14 48.3 66.7 23.7	5 17.2 38.5 8.5	29 49.2
FREQUENTLY 6.00	0 0 0 0	2 22.2 22.2 3.4	4 44.4 33.3 6.8	2 22.2 9.5 3.4	1 11.1 7.7 1.7	9 15.3
COLUMN TOTAL	4 6.8	9 15.3	12 20.3	21 35.6	13 22.0	59 100.0

NUMBER OF MISSING OBSERVATIONS = 9

Children need more contact with English speaking adults; they need to develop confidence with them.

(F088.5% N34.6%)

Section Rank 29
Overall Rank 180

X204	Y204 NEED HELP	WOULD LIKE HELP	PROBABLY CAPABLE	PRESENTLY CAPABLE	ROW TOTAL
-0	1	0	0	0	1
	50.0	0.0	0.0	0.0	3.8
	50.0	0.0	0.0	50.0	
	1.9	0.0	0.0	7.1	
				1.9	
NEVER 4.00	0	1	0	1	2
	0.0	25.0	0.0	50.0	7.7
	0.0	25.0	0.0	14.3	
	0.0	1.9	0.0	3.8	
OCASIONALLY 5.00	1	0	5	10	17
	5.9	0.0	29.4	58.8	32.7
	50.0	0.0	35.7	55.6	
	1.9	0.0	9.6	19.2	
FREQUENTLY 6.00	0	3	9	7	19
	0.0	15.8	31.0	24.1	36.5
	0.0	75.0	64.3	38.9	71.4
	0.0	5.8	17.3	13.5	19.2
COLUMN TOTAL	2	4	14	18	14	52
	3.8	7.7	26.9	34.6	26.9	100.0

NUMBER OF MISSING OBSERVATIONS = 16

Lack of comprehension creates discipline problems.

(F085.2% N34.5%)

Section Rank 30
Overall Rank 181

X197	Y197 NEED HELP	WOULD LIKE HELP	PROBABLY CAPABLE	PRESENTLY CAPABLE	ROW TOTAL
-0	1	0	0	0	1
	100.0	0.0	0.0	0.0	1.6
	33.3	0.0	0.0	0.0	
	1.6	0.0	0.0	0.0	
NEVER 4.00	1	0	0	1	8
	12.5	0.0	0.0	12.5	13.1
	33.3	0.0	0.0	7.1	
	1.6	0.0	0.0	1.6	
OCASIONALLY 5.00	1	3	8	9	21	
	3.2	9.7	25.8	29.0	32.3	50.8
	33.3	42.9	57.1	64.3	43.5	
	1.6	4.9	13.1	14.8	16.4	
FREQUENTLY 6.00	0	4	6	4	7	21
	0.0	57.1	42.9	28.6	30.4	
	0.0	6.6	9.8	6.6	11.5	
COLUMN TOTAL	3	7	14	14	23	61
	4.9	11.5	23.0	23.0	37.7	100.0

NUMBER OF MISSING OBSERVATIONS = 7

Many of the terms in my reading program are strange to a bilingual student... Some activities must be omitted such as those which require clue words - galoshes, astronaut, etc.

(F080.9% N34.0%)

Section Rank 31
Overall Rank 184

X191	Y191 NEED HEL P (-0.0)	WOULD LI KE HELP (2.0)	PROBABLY CAPABLE (3.0)	PRESENTL Y CAPABL (5.0)	(6.0)	ROW TOTAL
NEVER 4.00	1 / 11.1 / 50.0 / 2.1	0 / 0.0 / 0.0 / 0.0	2 / 22.2 / 18.2 / 4.3	2 / 22.2 / 25.0 / 4.3	4 / 44.4 / 19.0 / 8.5	9 / 19.1
OCASIONALLY 5.00	0 / 0.0 / 0.0 / 0.0	1 / 4.8 / 20.0 / 2.1	3 / 14.3 / 27.3 / 6.4	4 / 19.0 / 50.0 / 8.5	13 / 61.9 / 61.9 / 27.7	21 / 44.7
FREQUENTLY 6.00	1 / 5.9 / 50.0 / 2.1	4 / 23.5 / 80.0 / 8.5	6 / 35.3 / 54.5 / 12.8	2 / 11.8 / 25.0 / 4.3	4 / 23.5 / 19.0 / 8.5	17 / 36.2
COLUMN TOTAL	2 / 4.3	5 / 10.6	11 / 23.4	8 / 17.0	21 / 44.7	47 / 100.0

NUMBER OF MISSING OBSERVATIONS = 21

The children seem to feel more comfortable in speaking their native tongue. ("most significant in the classroom as well as on the playground"). Much of this reflects back on the parents. Mom and Dad have a very limited "English" speaking vocabulary, and are a little insecure when almost forced to speak in English. Therefore I find that when these little Spanish people are relating to Mom and Dad, they do so in Spanish.

(F0100.0% N32.6%)

Section Rank 32
Overall Rank 186

X082	Y082 NEED HEL P (-0.0)	WOULD LI KE HELP (2.0)	PROBABLY CAPABLE (3.0)	PRESENTL Y CAPABL (5.0)	(6.0)	ROW TOTAL
OCASIONALLY 5.00	1 / 6.7 / 50.0 / 2.2	0 / 0.0 / 0.0 / 0.0	5 / 33.3 / 35.7 / 10.9	7 / 46.7 / 43.8 / 15.2	2 / 13.3 / 15.4 / 4.3	15 / 32.6
FREQUENTLY 6.00	1 / 3.2 / 50.0 / 2.2	1 / 3.2 / 100.0 / 2.2	9 / 29.0 / 64.3 / 19.6	9 / 29.0 / 56.3 / 19.6	11 / 35.5 / 84.6 / 23.9	31 / 67.4
COLUMN TOTAL	2 / 4.3	1 / 2.2	14 / 30.4	16 / 34.8	13 / 28.3	46 / 100.0

NUMBER OF MISSING OBSERVATIONS = 22

Following a math lesson I had a number of children who were unsure of the follow-up sheet to be completed. In a case such as this I have another child lend a hand to his peer. Usually all the children in my room are Spanish so they are able to communicate with each other. On this day, I had English as well as Spanish since I had my homeroom children. Without thinking I had asked an English speaking child to help the Spanish, non-English speaking child.

(F051.1% N32.6%)

Section Rank 33
Overall Rank 188

X053	Y053					ROW TOTAL
	NEED HELP	WOULD LIKE HELP	PROBABLY CAPABLE	PRESENTLY CAPABLE		
	1.00	2.00	3.00	5.00	6.00	
0	4 57.1 57.1 9.3	1 14.3 16.7 2.3	1 14.3 12.5 2.3	0 0 0 0	1 14.3 9.1 2.3	7 16.3
NEVER 4.00	2 14.3 28.6 4.7	2 14.3 33.3 4.7	1 7.1 12.5 2.3	5 35.7 45.5 11.6	4 28.6 36.4 9.3	14 32.6
OCASIONALLY 5.00	0 0 0 0	1 7.7 16.7 2.3	4 30.8 50.0 9.3	5 38.5 45.5 11.6	3 23.1 27.3 7.0	13 30.2
FREQUENTLY 6.00	1 11.1 14.3 2.3	2 22.2 33.3 4.7	2 22.2 25.0 4.7	1 11.1 9.1 2.3	3 33.3 27.3 7.0	9 20.9
COLUMN TOTAL	7 16.3	6 14.0	8 18.6	11 25.6	11 25.6	43 100.0

NUMBER OF MISSING OBSERVATIONS = 25

I was not always sure whether a bilingual child could not understand me or was just pretending not to in order to escape a lesson or get out of a punishment.

(F074.0% N31.5%)

Section Rank 34
Overall Rank 191

X221	Y221					ROW TOTAL
	NEED HELP	WOULD LIKE HELP	PROBABLY CAPABLE	PRESENTLY CAPABLE		
	1.00	2.00	3.00	5.00	6.00	
NEVER 4.00	2 14.3 66.7 3.7	0 0 0 0	0 0 0 0	2 14.3 11.1 3.7	10 71.4 62.5 18.5	14 25.9
OCASIONALLY 5.00	1 4.2 33.3 1.9	4 16.7 50.0 7.4	5 20.8 55.6 9.3	12 50.0 66.7 22.2	6 25.0 37.5 11.1	24 44.4
FREQUENTLY 6.00	0 0 0 0	4 50.0 100.0 14.8	4 25.0 44.4 7.4	4 25.0 22.2 7.4	0 0 0 0	16 29.6
COLUMN TOTAL	3 5.6	8 14.8	9 16.7	18 33.3	16 29.6	54 100.0

NUMBER OF MISSING OBSERVATIONS = 14

In an English speaking classroom, two or more start conversing in Spanish and the English speaking ones don't know if what is being said is good or bad, or about them or not. This often happens when some disciplinary action has occurred.

(F084.6% N30.8%)

Section Rank 35
Overall Rank 193

X198	Y198 NEED HELP -0	2.00	WOULD LIKE HELP 3.00	PROPARLY CAPABLE 5.00	PRESENTLY CAPABLE 6.00	ROW TOTAL
-0	0 0 0 0	0 0 0 0	1 100.0 8.3 1.9	0 0 0 0	0 0 0 0	1 1.9
NEVER 4.00	0 0 0 0	0 0 0 0	0 0 0 0	2 28.6 11.8 3.8	5 71.4 27.8 9.6	7 13.5
OCASIONALLY 5.00	1 3.6 100.0 1.9	1 3.6 25.0 1.9	5 17.9 41.7 9.6	12 42.9 70.6 23.1	9 32.1 50.0 17.3	28 53.8
FREQUENTLY 6.00	0 0 0 0	3 18.8 75.0 5.8	6 37.5 50.0 11.5	3 18.8 17.6 5.8	4 25.0 33.3 7.7	16 30.8
COLUMN TOTAL	1 1.9	4 7.7	12 23.1	17 32.7	18 34.6	52 100.0

NUMBER OF MISSING OBSERVATIONS = 16

Some children understand English but at times act as though they don't and use this as a way of getting away with things. (Example: You ask a child to do something that they don't want to do and they act as if they don't understand what you are saying.)

(F093.3% N30.0%)

Section Rank 36
Overall Rank 194

X079	Y079 NEED HELP -0	2.00	WOULD LIKE HELP 3.00	PROPARLY CAPABLE 5.00	PRESENTLY CAPABLE 6.00	ROW TOTAL
NEVER 4.00	1 25.0 50.0 1.7	0 0 0 0	1 25.0 7.7 1.7	0 0 0 0	2 50.0 8.0 3.3	4 6.7
OCASIONALLY 5.00	0 0 0 0	1 2.8 20.0 1.7	8 22.2 61.5 13.3	10 27.8 66.7 16.7	17 47.2 68.0 28.3	36 60.0
FREQUENTLY 6.00	1 5.0 50.0 1.7	4 20.0 80.0 6.7	4 20.0 30.8 6.7	5 25.0 33.3 8.3	6 30.0 24.0 10.0	20 33.3
COLUMN TOTAL	2 3.3	5 8.3	13 21.7	15 25.0	25 41.7	60 100.0

NUMBER OF MISSING OBSERVATIONS = 8

I felt a strong need to learn the Puerto Rican dialect and its slang expressions.

(F070.5% N29.5%)

Section Rank 37
Overall Rank 198

X219	Y219 NEED HELP	WOULD LIKE HELP	PROBABLY CAPABLE	PRESENTLY CAPABLE	ROW TOTAL
-0	1				2
	50.0	0	0	50.0	4.5
	25.0	0	0	6.3	
	2.3	0	0	2.3	
NEVER 4.00	3	3	1	2	11
	27.3	0	9.1	18.2	25.0
	75.0	5	14.3	18.2	
	6.8	1	2.3	4.5	
OCASIONALLY 5.00	0	2	5	6	16
	0	12.5	31.3	37.5	36.4
	0	33.3	71.4	54.5	
	0	4.5	11.4	13.6	
FREQUENTLY 6.00	0	4	1	3	15
	0	26.7	6.7	20.0	34.1
	0	66.7	14.3	27.3	
	0	9.1	2.3	6.8	
COLUMN TOTAL	4	6	7	11	16	44
	9.1	13.6	15.9	25.0	36.4	100.0

NUMBER OF MISSING OBSERVATIONS = 24

The over-all lower ability in both English and Spanish.

(F084.8% N28.3%)

Section Rank 38
Overall Rank 202

X047	Y047 NEED HELP	WOULD LIKE HELP	PROBABLY CAPABLE	PRESENTLY CAPABLE	ROW TOTAL
0	2	0	0	0	2
	100.0	0	0	0	4.3
	50.0	0	0	0	
	4.3	0	0	0	
NEVER 4.00	1	0	1	3	5
	20.0	0	0	60.0	10.9
	25.0	0	0	23.1	
	2.2	0	0	6.5	
OCASIONALLY 5.00	0	0	2	7	18
	0	0	11.1	38.9	39.1
	0	0	22.2	53.8	
	0	0	4.3	15.2	
FREQUENTLY 6.00	1	4	7	3	21
	4.8	19.0	33.3	14.3	45.7
	25.0	100.0	77.8	23.1	
	2.2	8.7	15.2	6.5	
COLUMN TOTAL	4	4	9	13	16	46
	8.7	8.7	19.6	28.3	34.8	100.0

Since the parents speak very little, or no English, it is extremely difficult to tell the parents what the child has done. A Spanish speaking person must translate.

(F075.0% N28.3%)

Section Rank 39
Overall Rank 203

X066	Y066 NEED HELP -.01	WOULD LIKE HELP 2.00	PROBABLY CAPABLE 3.00	PRESENTLY CAPABLE 5.00	6.00	ROW TOTAL
-9	6 100.0 75.0 10.0	0 0 0 0	0 0 0 0	0 0 0 0	0 0 0 0	6 10.0
NEVER 4.00	0 0 0 0	2 22.2 16.7 3.3	2 22.2 16.7 3.3	0 0 0 0	7 77.8 31.8 11.7	9 15.0
OCASIONALLY 5.00	1 4.5 12.5 1.7	0 0 0 0	4 18.2 33.3 6.7	10 45.5 76.9 16.7	7 31.8 31.8 11.7	22 36.7
FREQUENTLY 6.00	1 4.3 12.5 1.7	5 21.7 100.0 8.3	6 26.1 50.0 10.0	3 13.0 23.1 5.0	8 34.8 36.4 13.3	23 38.3
COLUMN TOTAL	8 13.3	5 8.3	12 20.0	13 21.7	22 36.7	60 100.0

NUMBER OF MISSING OBSERVATIONS = 8

A child has broken a school rule and the non-English speaking (or very little English speaking) parents must be brought in.

(F089.5% N28.1%)

Section Rank 40
Overall Rank 205

X060	Y060 NEED HELP -.01	WOULD LIKE HELP 2.00	PROBABLY CAPABLE 3.00	PRESENTLY CAPABLE 5.00	6.00	ROW TOTAL
-9	1 100.0 25.0 1.8	0 0 0 0	0 0 0 0	0 0 0 0	0 0 0 0	1 1.8
NEVER 4.00	1 20.0 25.0 1.8	0 0 0 0	3 60.0 25.0 5.3	0 0 0 0	1 20.0 4.8 1.8	5 8.8
OCASIONALLY 5.00	2 6.9 50.0 3.5	1 3.4 25.0 1.8	4 13.8 33.3 7.0	9 31.0 56.3 15.8	13 44.8 61.9 22.8	29 50.9
FREQUENTLY 6.00	0 0 0 0	3 13.6 75.0 5.3	5 22.7 41.7 8.8	7 31.8 43.8 12.3	7 31.8 33.3 12.3	22 38.6
COLUMN TOTAL	4 7.0	4 7.0	12 21.1	16 28.1	21 36.8	57 100.0

NUMBER OF MISSING OBSERVATIONS = 11

Bilingual classroom teachers are never heard to speak English to their pupils.

(F050.0% N26.9%)

Section Rank 41
Overall Rank 208

X139	Y139	NEED HELP -0	WOULD LIKE HELP 2.00	PROBABLY CAPABLE 3.00	PRESENTLY CAPABLE 5.00	PRESENTLY CAPABLE 6.00	ROW TOTAL
-0	COUNT	2	1	0	0	1	3
	ROW PCT	66.7	0	0	0	33.3	11.5
	COL PCT	40.0	0	0	0	9.1	
	TOT PCT	7.7	0	0	0	3.8	
NEVER 4.00	COUNT	3	1	1	0	5	10
	ROW PCT	30.0	10.0	10.0	0	50.0	38.5
	COL PCT	60.0	33.3	25.0	0	45.5	
	TOT PCT	11.5	3.8	3.8	0	19.2	
OCASIONALLY 5.00	COUNT	0	1	2	2	1	6
	ROW PCT	0	16.7	33.3	33.3	16.7	23.1
	COL PCT	0	33.3	50.0	66.7	9.1	
	TOT PCT	0	3.8	7.7	7.7	3.8	
FREQUENTLY 6.00	COUNT	0	1	1	1	4	7
	ROW PCT	0	14.3	14.3	14.3	57.1	26.9
	COL PCT	0	33.3	25.0	33.3	36.4	
	TOT PCT	0	3.8	3.8	3.8	15.4	
COLUMN TOTAL		5 19.2	3 11.5	4 15.4	3 11.5	11 42.3	26 100.0

NUMBER OF MISSING OBSERVATIONS = 42

I have tried many different ways to present a new concept, but a few children are still having trouble because they do not understand enough English. About the only thing left for me to do is to let some other children explain the concept in Spanish.

(F070.9% N23.7%)

Section Rank 42
Overall Rank 212

X065	Y065	NEED HELP -0	WOULD LIKE HELP 2.00	PROBABLY CAPABLE 3.00	PRESENTLY CAPABLE 5.00	PRESENTLY CAPABLE 6.00	ROW TOTAL
-0	COUNT	2	0	0	0	0	2
	ROW PCT	100.0	0	0	0	0	3.6
	COL PCT	66.7	0	0	0	0	
	TOT PCT	3.6	0	0	0	0	
NEVER 4.00	COUNT	0	0	1	4	9	14
	ROW PCT	0	0	7.1	28.6	64.3	25.5
	COL PCT	0	0	11.1	26.7	37.5	
	TOT PCT	0	0	1.8	7.3	16.4	
OCASIONALLY 5.00	COUNT	0	1	6	9	11	27
	ROW PCT	0	3.7	22.2	33.3	40.7	49.1
	COL PCT	0	25.0	66.7	60.0	45.8	
	TOT PCT	0	1.8	10.9	16.4	20.0	
FREQUENTLY 6.00	COUNT	1	3	2	2	4	12
	ROW PCT	8.3	25.0	16.7	16.7	33.3	21.8
	COL PCT	33.3	75.0	22.2	13.3	16.7	
	TOT PCT	1.8	5.5	3.6	3.6	7.3	
COLUMN TOTAL		3 5.5	4 7.3	9 16.4	15 27.3	24 43.6	55 100.0

NUMBER OF MISSING OBSERVATIONS = 13

Some English teachers consider bilingual teachers stupid because they are teaching in another language.

(F034.0% N20.0%)

Section Rank 43
Overall Rank 216

X029	Y029 NEED HELP -0	WOULD LIKE HELP 2.00	PROBABLY CAPABLE 3.00	PRESENTLY CAPABLE 5.00	PRESENTLY CAPABLE 6.00	ROW TOTAL
-0	2 100.0 28.6 4.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	2 4.0
NEVER 4.00	5 16.1 71.4 10.0	0 0.0 0.0 0.0	2 6.5 25.0 4.0	6 19.4 54.5 12.0	18 58.1 81.8 36.0	31 62.0
OCASIONALLY 5.00	0 0.0 0.0 0.0	0 0.0 0.0 0.0	3 50.0 37.5 6.0	2 33.3 18.2 4.0	1 16.7 4.5 2.0	6 12.0
FREQUENTLY 6.00	0 0.0 0.0 0.0	2 18.2 100.0 4.0	3 27.3 37.5 6.0	3 27.3 27.3 6.0	3 27.3 13.6 6.0	11 22.0
COLUMN TOTAL	7 14.0	2 4.0	8 16.0	11 22.0	22 44.0	50 100.0

NUMBER OF MISSING OBSERVATIONS = 18

Native Spanish speaking children are enrolled in beginning Spanish classes (for English speaking children.)

(F033.3% N20.0%)

Section Rank 44
Overall Rank 217

X113	Y113 NEED HELP -0	WOULD LIKE HELP 2.00	PROBABLY CAPABLE 3.00	PRESENTLY CAPABLE 5.00	PRESENTLY CAPABLE 6.00	ROW TOTAL
-0	1 100.0 12.5 3.3	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	1 3.3
NEVER 4.00	7 36.8 87.5 23.3	1 5.3 25.0 3.3	0 0.0 0.0 0.0	3 15.8 60.0 10.0	8 42.1 72.7 26.7	19 63.3
OCASIONALLY 5.00	0 0.0 0.0 0.0	0 0.0 0.0 0.0	2 33.3 100.0 6.7	2 33.3 40.0 6.7	2 33.3 18.2 6.7	6 20.0
FREQUENTLY 6.00	0 0.0 0.0 0.0	3 75.0 75.0 10.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	1 25.0 9.1 3.3	4 13.3
COLUMN TOTAL	8 26.7	4 13.3	2 6.7	5 16.7	11 36.7	30 100.0

NUMBER OF MISSING OBSERVATIONS = 38

In an English reading group, some pupils are having trouble following directions.

(F089.3% N19.6%)

Section Rank 45
Overall Rank 218

X038 \ Y038	-0	WOULD LIKE HELP 3.00	PROBABLY CAPABLE 5.00	PRESENTLY CAPABLE 6.00	ROW TOTAL
-0	2 100.0 50.0 3.6	0 0 0 0	0 0 0 0	0 0 0 0	2 3.6
4.00 NEVER	0 0 0 0	0 0 0 0	0 0 0 0	4 100.0 13.8 7.1	4 7.1
5.00 OCASIONALLY	2 5.9 50.0 3.6	4 11.8 36.4 7.1	11 32.4 91.7 19.6	17 50.0 58.6 30.4	34 60.7
6.00 FREQUENTLY	0 0 0 0	7 43.8 63.6 12.5	1 6.3 8.3 1.8	8 50.0 27.6 14.3	16 28.6
COLUMN TOTAL	4 7.1	11 19.6	12 21.4	29 51.8	56 100.0

NUMBER OF MISSING OBSERVATIONS = 12

Communication between students in Spanish should be forbidden in class. A non-Spanish speaking teacher cannot tell when foul language is being used. This should be a rule to come from administration with a suitable directive.

(F044.2% N18.6%)

Section Rank 46
Overall Rank 223

X209 \ Y209	-0	NEED HELP 2.00	WOULD LIKE HELP 3.00	PROBABLY CAPABLE 5.00	PRESENTLY CAPABLE 6.00	ROW TOTAL
-0	2 100.0 22.2 4.7	0 0 0 0	0 0 0 0	0 0 0 0	0 0 0 0	2 4.7
4.00 NEVER	5 22.7 55.6 11.6	1 4.5 25.0 2.3	2 9.1 50.0 4.7	4 18.2 40.0 9.3	10 45.5 62.5 23.3	22 51.2
5.00 OCASIONALLY	1 10.0 11.1 2.3	1 10.0 25.0 2.3	1 10.0 25.0 2.3	4 40.0 40.0 9.3	3 30.0 18.8 7.0	10 23.3
6.00 FREQUENTLY	1 11.1 11.1 2.3	2 22.2 50.0 4.7	1 11.1 25.0 2.3	2 22.2 20.0 4.7	3 33.3 18.8 7.0	9 20.9
COLUMN TOTAL	9 20.9	4 9.3	4 9.3	10 23.3	16 37.2	43 100.0

NUMBER OF MISSING OBSERVATIONS = 25

I found bilinguals responded positively to my attempt to speak Spanish.

(F087.5% N16.7%)

Section Rank 47
Overall Rank 224

X218	COUNT / ROW PCT / COL PCT / TOT PCT	Y218 -0	NEED HELP 2.00	WOULD LIKE HELP 3.00	PROBABLY CAPABLE 5.00	PRESENTLY CAPABLE 6.00	ROW TOTAL
	-0	4 / 100.0 / 44.4 / 8.3	0 / 0.0 / 0.0 / 0.0	0 / 0.0 / 0.0 / 0.0	0 / 0.0 / 0.0 / 0.0	0 / 0.0 / 0.0 / 0.0	4 / 8.3
NEVER	4.00	1 / 50.0 / 11.1 / 2.1	0 / 0.0 / 0.0 / 0.0	0 / 0.0 / 0.0 / 0.0	0 / 0.0 / 0.0 / 0.0	1 / 50.0 / 4.5 / 2.1	2 / 4.2
OCASIONALLY	5.00	2 / 14.3 / 22.2 / 4.2	2 / 14.3 / 66.7 / 4.2	2 / 14.3 / 40.0 / 4.2	4 / 28.6 / 44.4 / 8.3	4 / 28.6 / 18.2 / 8.3	14 / 29.2
FREQUENTLY	6.00	2 / 7.1 / 22.2 / 4.2	1 / 3.6 / 33.3 / 2.1	3 / 10.7 / 60.0 / 6.3	5 / 17.9 / 55.6 / 10.4	17 / 60.7 / 77.3 / 35.4	28 / 58.3
	COLUMN TOTAL	9 / 18.8	3 / 6.3	5 / 10.4	9 / 18.8	22 / 45.8	48 / 100.0

NUMBER OF MISSING OBSERVATIONS = 20

It is a daily occurrence for the Spanish speaking students to participate in an oral discussion or reading assignment which may be done in or outside of class. (Probably due to inability to read in English.)

(F071.0% N16.2%)

Section Rank 48
Overall Rank 225

X236	COUNT / ROW PCT / COL PCT / TOT PCT	Y236 -0	NEED HELP 2.00	WOULD LIKE HELP 3.00	PROBABLY CAPABLE 5.00	PRESENTLY CAPABLE 6.00	ROW TOTAL
	-0	3 / 100.0 / 60.0 / 9.7	0 / 0.0 / 0.0 / 0.0	0 / 0.0 / 0.0 / 0.0	0 / 0.0 / 0.0 / 0.0	0 / 0.0 / 0.0 / 0.0	3 / 9.7
NEVER	4.00	2 / 33.3 / 40.0 / 6.5	0 / 0.0 / 0.0 / 0.0	1 / 16.7 / 33.3 / 3.2	1 / 16.7 / 9.1 / 3.2	2 / 33.3 / 20.0 / 6.5	6 / 19.4
OCASIONALLY	5.00	0 / 0.0 / 0.0 / 0.0	0 / 0.0 / 0.0 / 0.0	1 / 6.3 / 33.3 / 3.2	8 / 50.0 / 72.7 / 25.8	7 / 43.8 / 70.0 / 22.6	16 / 51.6
FREQUENTLY	6.00	0 / 0.0 / 0.0 / 0.0	2 / 33.3 / 100.0 / 6.5	1 / 16.7 / 33.3 / 3.2	2 / 33.3 / 18.2 / 6.5	1 / 16.7 / 10.0 / 3.2	6 / 19.4
	COLUMN TOTAL	5 / 16.1	2 / 6.5	3 / 9.7	11 / 35.5	10 / 32.3	31 / 100.0

NUMBER OF MISSING OBSERVATIONS = 37

In any given group of bilinguals there always seemed to be enough students who spoke English well enough to explain the lesson to their friends.

(F092.3% N15.4%)

Section Rank 49
Overall Rank 228

X216	Y216 -0	2.00	3.00	5.00	6.00	ROW TOTAL
-0	2 100.0 40.0 3.8	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	2 3.8
4.00 NEVER	0 0.0 0.0 0.0	1 50.0 33.3 1.9	0 0.0 0.0 0.0	0 0.0 0.0 0.0	1 50.0 4.5 1.9	2 3.8
5.00 OCASIONALLY	2 7.7 40.0 3.8	1 3.8 33.3 1.9	4 15.4 80.0 7.7	12 46.2 70.6 23.1	7 26.9 31.8 13.5	26 50.0
6.00 FREQUENTLY	1 4.5 20.0 1.9	1 4.5 33.3 1.9	1 4.5 20.0 1.9	5 22.7 29.4 9.6	14 63.6 63.6 26.9	22 42.3
COLUMN TOTAL	5 9.6	3 5.8	5 9.6	17 32.7	22 42.3	52 100.0

NUMBER OF MISSING OBSERVATIONS = 16

These pupils speak very little English. Trying to give directions orally is impossible. Examples must be done to show the pupils what they are expected to be doing.

(F081.6% N13.3%)

Section Rank 50
Overall Rank 232

X124	Y124 0	2.00	3.00	5.00	6.00	ROW TOTAL
0	2 100.0 100.0 3.3	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	2 3.3
4.00 NEVER	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	2 22.2 10.5 3.3	7 77.8 22.6 11.7	9 15.0
5.00 OCASIONALLY	0 0.0 0.0 0.0	1 3.4 33.3 1.7	2 6.9 40.0 3.3	12 41.4 63.2 20.0	14 48.3 45.2 23.3	29 48.3
6.00 FREQUENTLY	0 0.0 0.0 0.0	2 13.3 66.7 3.3	3 19.8 60.0 5.0	5 33.3 26.3 8.3	10 66.7 32.3 16.7	20 33.3
COLUMN TOTAL	2 3.3	3 5.0	5 8.3	19 31.7	31 51.7	60 100.0

NUMBER OF MISSING OBSERVATIONS = 8

What Teachers Report -- Cultural Norms and Values

Small children often seem to have perceptual and motor skill difficulties. They need to be tested by a Spanish speaking person or we need to be trained to spot children with these problems.

(F086.5% N82.7%)

Section Rank 1
Overall Rank 2

X152	Y152 (COUNT / ROW PCT / COL PCT / TOT PCT)	NEED HELP -0	NEED HELP 2.00	WOULD LIKE HELP 3.00	PROBABLY CAPABLE 5.00	PRESENTLY CAPABLE 6.00	ROW TOTAL
	-0	1 / 100.0 / 50.0 / 1.9	0 / 0 / 0 / 0	0 / 0 / 0 / 0	0 / 0 / 0 / 0	0 / 0 / 0 / 0	1 / 1.9
NEVER	4.00	1 / 16.7 / 50.0 / 1.9	3 / 50.0 / 13.0 / 5.8	2 / 33.3 / 14.0 / 3.8	0 / 0 / 0 / 0	0 / 0 / 0 / 0	6 / 11.5
OCASIONALLY	5.00	0 / 0 / 0 / 0	5 / 22.7 / 21.7 / 9.6	12 / 54.5 / 60.0 / 23.1	4 / 18.2 / 80.0 / 7.7	1 / 4.5 / 50.0 / 1.9	22 / 42.3
FREQUENTLY	6.00	0 / 0 / 0 / 0	15 / 65.2 / 65.2 / 28.8	6 / 26.1 / 30.0 / 11.5	1 / 4.3 / 20.0 / 1.9	1 / 4.3 / 50.0 / 1.9	23 / 44.2
COLUMN TOTAL		2 / 3.8	23 / 44.2	20 / 38.5	5 / 9.6	2 / 3.8	52 / 100.0

NUMBER OF MISSING OBSERVATIONS = 16

A lack of a test to determine those who enter the bilingual program. A lack of a test to determine who leaves the bilingual program. No single bilingual report card. No bilingual curriculum. Need more support from parents in problems of discipline.

(F088.2% N78.4%)

Section Rank 2
Overall Rank 3

X099	Y099 (COUNT / ROW PCT / COL PCT / TOT PCT)	NEED HELP -0	NEED HELP 2.00	WOULD LIKE HELP 3.00	PROBABLY CAPABLE 5.00	PRESENTLY CAPABLE 6.00	ROW TOTAL
	-0	1 / 100.0 / 50.0 / 2.0	0 / 0 / 0 / 0	0 / 0 / 0 / 0	0 / 0 / 0 / 0	0 / 0 / 0 / 0	1 / 2.0
NEVER	4.00	1 / 20.0 / 50.0 / 2.0	1 / 20.0 / 5.0 / 2.0	1 / 20.0 / 5.0 / 2.0	0 / 0 / 0 / 0	2 / 40.0 / 100.0 / 3.9	5 / 9.8
OCASIONALLY	5.00	0 / 0 / 0 / 0	1 / 10.0 / 5.0 / 2.0	8 / 80.0 / 40.0 / 15.7	1 / 10.0 / 14.3 / 2.0	0 / 0 / 0 / 0	10 / 19.6
FREQUENTLY	6.00	0 / 0 / 0 / 0	19 / 51.4 / 90.5 / 37.3	11 / 31.4 / 55.0 / 21.6	6 / 17.1 / 85.7 / 11.8	0 / 0 / 0 / 0	35 / 68.6
COLUMN TOTAL		2 / 3.9	21 / 39.2	20 / 39.2	7 / 13.7	2 / 3.9	51 / 100.0

NUMBER OF MISSING OBSERVATIONS = 17

Reading series could be more interesting and relevant. There is no social studies series. There is no science series. There is almost total segregation of bilingual students. No achievement tests are available to bilingual classes.

(F083.7% N75.5%)

Section Rank 3
Overall Rank 6

X098	Y098	NEED HELP 2.00	WOULD LIKE HELP 3.00	PROBABLY CAPABLE 5.00	PRESENTLY CAPABLE 6.00	ROW TOTAL
-9	2	0	0	0	0	2
	100.0	0.0	0.0	0.0	0.0	4.1
	66.7	0.0	0.0	0.0	0.0	
	4.1	0.0	0.0	0.0	0.0	
NEVER 4.00	1	2	2	0	1	6
	16.7	33.3	33.3	0.0	16.7	12.2
	33.3	10.5	11.1	0.0	33.3	
	2.0	4.1	4.1	0.0	2.0	
OCASIONALLY 5.00	0	2	5	4	1	12
	0.0	16.7	41.7	33.3	8.3	24.5
	0.0	10.5	27.8	66.7	33.3	
	0.0	4.1	10.2	8.2	2.0	
FREQUENTLY 6.00	0	15	11	2	1	29
	0.0	51.7	37.9	6.9	3.4	59.2
	0.0	78.9	61.1	33.3	33.3	
	0.0	30.6	22.4	4.1	2.0	
COLUMN TOTAL	3	19	18	6	3	49
	6.1	38.8	36.7	12.2	6.1	100.0

NUMBER OF MISSING OBSERVATIONS = 19

It appears that the only foresight the majority of the Spanish speaking children have is on a day to day basis. The example set by many of their parents is one of uninventiveness, irresponsibility (except to the immediate family) and a genuine mistrust of any and all members of the various other subcultures.

(F087.5% N72.5%)

Section Rank 4
Overall Rank 13

X189	Y188	NEED HELP 2.00	WOULD LIKE HELP 3.00	PROBABLY CAPABLE 5.00	PRESENTLY CAPABLE 6.00	ROW TOTAL
-9	0	0	1	0	0	1
	0.0	0.0	100.0	0.0	0.0	2.5
	0.0	0.0	4.5	0.0	0.0	
	0.0	0.0	2.5	0.0	0.0	
NEVER 4.00	2	2	0	0	2	4
	50.0	50.0	0.0	0.0	50.0	10.0
	100.0	8.0	0.0	0.0	100.0	
	5.0	5.0	0.0	0.0	5.0	
OCASIONALLY 5.00	1	1	13	6	0	20
	5.0	5.0	65.0	30.0	0.0	50.0
	14.3	14.3	59.1	85.7	0.0	
	2.5	2.5	32.5	15.0	0.0	
FREQUENTLY 6.00	0	6	8	1	0	15
	0.0	40.0	53.3	6.7	0.0	37.5
	0.0	85.7	36.4	14.3	0.0	
	0.0	15.0	20.0	2.5	0.0	
COLUMN TOTAL	2	7	22	7	2	40
	5.0	17.5	55.0	17.5	5.0	100.0

NUMBER OF MISSING OBSERVATIONS = 26

There are no set guidelines for putting a child in or getting them out of bilingual classrooms. A Spanish last name will do it. We had a child who learned to speak Spanish while in the bilingual room and is still there three years later.

(F080.5% N71.7%)

Section Rank 5
Overall Rank 16

X090	Y090	NEED HELP -0	NEED HELP 2.00	WOULD LIKE HELP 3.00	PROBABLY CAPABLE 5.00	PRESENTLY CAPABLE 6.00	ROW TOTAL
	-0	3	1	1	0	0	5
		60.0	20.0	20.0	0.0	0.0	10.9
		60.0	5.3	7.1	0.0	0.0	
		6.5	2.2	2.2	0.0	0.0	
NEVER	4.00	1	0	1	1	1	4
		25.0	0.0	25.0	25.0	25.0	8.7
		20.0	0.0	7.1	16.7	50.0	
		2.2	0.0	2.2	2.2	2.2	
OCASIONALLY	5.00	1	0	6	5	1	13
		7.7	0.0	46.2	38.5	7.7	28.3
		20.0	0.0	42.9	83.3	50.0	
		2.2	0.0	13.0	10.9	2.2	
FREQUENTLY	6.00	0	18	6	0	0	24
		0.0	75.0	25.0	0.0	0.0	52.2
		0.0	94.7	42.9	0.0	0.0	
		0.0	39.1	13.0	0.0	0.0	
	COLUMN TOTAL	5	19	14	6	2	46
		10.9	41.3	30.4	13.0	4.3	100.0

NUMBER OF MISSING OBSERVATIONS = 22

Cultural studies: How do you provide a classroom environment suitable to the cultural background?

(F076.5% N61.7%)

Section Rank 6
Overall Rank 43

X094	Y094	NEED HELP -0	NEED HELP 2.00	WOULD LIKE HELP 3.00	PROBABLY CAPABLE 5.00	PRESENTLY CAPABLE 6.00	ROW TOTAL
	-0	1	0	0	0	0	1
		100.0	0.0	0.0	0.0	0.0	2.1
		50.0	0.0	0.0	0.0	0.0	
		2.1	0.0	0.0	0.0	0.0	
NEVER	4.00	1	2	3	2	2	10
		10.0	20.0	30.0	20.0	20.0	21.3
		50.0	18.2	16.7	25.0	25.0	
		2.1	4.3	6.4	4.3	4.3	
OCASIONALLY	5.00	0	4	13	6	4	27
		0.0	14.8	48.1	22.2	14.8	57.4
		0.0	36.4	72.2	75.0	50.0	
		0.0	8.5	27.7	12.8	8.5	
FREQUENTLY	6.00	0	5	2	0	2	9
		0.0	55.6	22.2	0.0	22.2	19.1
		0.0	45.5	11.1	0.0	25.0	
		0.0	10.6	4.3	0.0	4.3	
	COLUMN TOTAL	2	11	18	8	8	47
		4.3	23.4	38.3	17.0	17.0	100.0

NUMBER OF MISSING OBSERVATIONS = 21

It is impossible to find story books in Spanish or materials about Puerto Rico in Holyoke; the schools provide no material like this.

(F071.8% N61.5%)

Section Rank 7
Overall Rank 44

X151	COUNT / ROW PCT / COL PCT / TOT PCT	Y151: NEED HELP (-0)	NEED HELP (2.00)	WOULD LIKE HELP (3.00)	PROBABLY CAPABLE (5.00)	PRESENTLY CAPABLE (6.00)	ROW TOTAL
	-0	1 50.0 50.0 2.6	1 50.0 12.5 2.6	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	2 5.1
NEVER	4.00	1 11.1 50.0 2.6	0 0.0 0.0 0.0	1 11.1 6.3 2.6	3 33.3 50.0 7.7	4 44.4 57.1 10.3	9 23.1
OCASIONALLY	5.00	0 0.0 0.0 0.0	1 7.7 12.5 2.6	8 61.5 50.0 20.5	3 23.1 50.0 7.7	1 7.7 14.3 2.6	13 33.3
FREQUENTLY	6.00	0 0.0 0.0 0.0	6 40.0 75.0 15.4	7 46.7 43.8 17.9	0 0.0 0.0 0.0	2 13.3 28.6 5.1	15 38.5
	COLUMN TOTAL	2 5.1	8 20.5	16 41.0	6 15.4	7 17.9	39 100.0

NUMBER OF MISSING OBSERVATIONS = 29

At times brothers, sisters and cousins, come to school half crazed to beat a child of another family because a child of both families had a fight.

(F078.7% N59.6%)

Section Rank 8
Overall Rank 53

X158	COUNT / ROW PCT / COL PCT / TOT PCT	Y158: NEED HELP -0	2.00	WOULD LIKE HELP 3.00	PROBABLY CAPABLE 5.00	PRESENTLY CAPABLE 6.00	ROW TOTAL
NEVER	4.00	3	0	5	1	1	10
		30.0	0	50.0	10.0	10.0	21.3
		100.0	0	23.8	14.3	11.1	
		6.4	0	10.6	2.1	2.1	
OCASIONALLY	5.00	0	2	11	5	7	25
		0	8.0	44.0	20.0	28.0	53.2
		0	28.6	52.4	71.4	77.8	
		0	4.3	23.4	10.6	14.9	
FREQUENTLY	6.00	0	5	5	1	1	12
		0	41.7	41.7	8.3	8.3	25.5
		0	71.4	23.8	14.3	11.1	
		0	10.6	10.6	2.1	2.1	
COLUMN TOTAL		3	7	21	7	9	47
		6.4	14.9	44.7	14.9	19.1	100.0

NUMBER OF MISSING OBSERVATIONS = 21

Within the framework of the present system we are slighting not only the Spanish speaking children, but too, the entire community. We have not as yet, and I am both suspicious and regretful that we shall not be able in the near future, to provide those individuals with the tools necessary to evaluate a present, and hopefully, to synthesize a future way of life conducive to the time-tried-and-proved "American Way" of having pride in self and repect for others.

(F073.4% N56.6%)

Section Rank 9
Overall Rank 61

X183	COUNT / ROW PCT / COL PCT / TOT PCT	Y183: NEED HELP -0	2.00	WOULD LIKE HELP 3.00	PROBABLY CAPABLE 5.00	PRESENTLY CAPABLE 6.00	ROW TOTAL
	-0	2	0	0	0	0	2
		100.0	0	0	0	0	6.7
		66.7	0	0	0	0	
		6.7	0	0	0	0	
NEVER	4.00	1	0	0	0	5	6
		16.7	0	0	0	83.3	20.0
		33.3	0	0	0	83.3	
		3.3	0	0	0	16.7	
OCASIONALLY	5.00	0	0	6	4	1	11
		0	0	54.5	36.4	9.1	36.7
		0	0	46.2	100.0	16.7	
		0	0	20.0	13.3	3.3	
FREQUENTLY	6.00	0	4	7	0	0	11
		0	36.4	63.6	0	0	36.7
		0	100.0	53.8	0	0	
		0	13.3	23.3	0	0	
COLUMN TOTAL		3	4	13	4	6	30
		10.0	13.3	43.3	13.3	20.0	100.0

NUMBER OF MISSING OBSERVATIONS = 38

Some special activities teachers (Music, Art, Physical Education) decide that the Spanish children do not understand them and so make little or no attempt to stimulate their interest.

(F078.9% N55.8%)

Section Rank 10
Overall Rank 66

X155	Y155	NEED HELP	WOULD LIKE HELP	PROBABLY CAPABLE	PRESENTLY CAPABLE	ROW TOTAL
	-0	2.00	3.00	5.00	6.00	
-0	2	2	0	0	0	2
	100.0	1	0	0	0	3.8
	50.0	0	0	0	0	
	3.8	0	0	0	0	
4.00 NEVER	2	0	0	4	3	9
	22.2	0	0	44.4	33.3	17.3
	50.0	0	0	44.0	33.3	
	3.8	0	0	7.7	5.8	
5.00 OCASIONALLY	0	2	11	6	2	21
	0	9.5	52.4	28.6	9.5	40.4
	0	15.4	68.8	66.7	22.2	
	0	3.8	21.2	11.5	3.8	
6.00 FREQUENTLY	0	11	5	0	4	20
	0	55.0	25.0	0	20.0	38.5
	0	84.6	31.3	0	44.4	
	0	21.2	9.6	0	7.7	
COLUMN TOTAL	4	13	16	10	9	52
	7.7	25.0	30.8	19.2	17.3	100.0

NUMBER OF MISSING OBSERVATIONS = 16

Six students out of a class of 25 are more than three years below grade level. Two are English dominant, four are Spanish dominant, four exhibit disruptive and anti-social behavior. How can they best be taught within the bilingual class? Do they belong there?

(F077.8% N55.5%)

Section Rank 11
Overall Rank 69

X100	Y100	NEED HELP	WOULD LIKE HELP	PROBABLY CAPABLE	PRESENTLY CAPABLE	ROW TOTAL
	-0	2.00	3.00	5.00	6.00	
-0	3	0	0	0	0	3
	100.0	0	0	0	0	5.6
	75.0	0	0	0	0	
	5.6	0	0	0	0	
4.00 NEVER	1	3	1	3	1	9
	11.1	33.3	11.1	33.3	11.1	16.7
	25.0	18.8	7.1	21.4	16.7	
	1.9	5.6	1.9	5.6	1.9	
5.00 OCASIONALLY	0	0	9	6	4	19
	0	0	47.4	31.6	21.1	35.2
	0	0	64.3	42.9	66.7	
	0	0	16.7	11.1	7.4	
6.00 FREQUENTLY	0	13	4	5	1	23
	0	56.5	17.4	21.7	4.3	42.6
	0	81.3	28.6	35.7	16.7	
	0	24.1	7.4	9.3	1.9	
COLUMN TOTAL	4	16	14	14	6	54
	7.4	29.6	25.9	25.9	11.1	100.0

NUMBER OF MISSING OBSERVATIONS = 14

Very often Spanish-speaking children will continue verbal allegations against other Spanish families at school, when the initial argument started at home. This is invariably a most interruptive and exasperating force in the class routine.

(F076.6% N53.2%)

Section Rank 12
Overall Rank 79

X187	Y187 NEED HELP (-0)	WOULD LIKE HELP (2.00)	PROBABLY CAPABLE (3.00)	PRESENTLY CAPABLE (5.00)	PRESENTLY CAPABLE (6.00)	ROW TOTAL
-0	1 50.0 33.3 2.1	0 0 0 0	1 50.0 5.0 2.1	0 0 0 0	0 0 0 0	2 4.3
NEVER 4.00	2 22.2 66.7 4.3	0 0 0 0	4 44.4 20.0 8.5	2 22.2 15.4 4.3	1 11.1 16.7 2.1	9 19.1
OCASIONALLY 5.00	0 0 0 0	0 0 0 0	13 52.0 65.0 27.7	9 36.0 69.2 19.1	3 12.0 50.0 6.4	25 53.2
FREQUENTLY 6.00	0 0 0 0	5 45.5 100.0 10.6	2 18.2 10.0 4.3	2 18.2 15.4 4.3	2 18.2 33.3 4.3	11 23.4
COLUMN TOTAL	3 6.4	5 10.6	20 42.6	13 27.7	6 12.8	47 100.0

NUMBER OF MISSING OBSERVATIONS = 21

Many children are deeply and emotionally involved with their families at such a young age that it affects their work.

(F095.7% N53.1%)

Section Rank 13
Overall Rank 80

X194	Y194 NEED HELP (0)	WOULD LIKE HELP (2.00)	PROBABLY CAPABLE (3.00)	PRESENTLY CAPABLE (5.00)	PRESENTLY CAPABLE (6.00)	ROW TOTAL
NEVER 4.00	0 0 0 0	0 0 0 0	1 50.0 6.3 2.1	0 0 0 0	1 50.0 11.1 2.1	2 4.3
OCASIONALLY 5.00	2 7.7 100.0 4.3	2 7.7 22.2 4.3	7 26.9 43.8 14.9	9 34.6 81.8 19.1	6 23.1 66.7 12.8	26 55.3
FREQUENTLY 6.00	0 0 0 0	7 36.8 77.8 14.9	8 42.1 50.0 17.0	2 10.5 18.2 4.3	2 10.5 22.2 4.3	19 40.4
COLUMN TOTAL	2 4.3	9 19.1	16 34.0	11 23.4	9 19.1	47 100.0

NUMBER OF MISSING OBSERVATIONS = 21

In the bilingual classroom commonly we face a heterogeneous group. Students from different places and backgrounds, with different social and cultural levels. The different stratas in one common group for one common course.

(F087.8% N48.8%)

Section Rank 14
Overall Rank 109

X176	Y176 -0	NEED HELP 2.00	WOULD LIKE HELP 3.00	PROBABLY CAPABLE 5.00	PRESENTLY CAPABLE 6.00	ROW TOTAL
-0	1 100.0 2.3 2.4	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	1 2.4
NEVER 4.00	1 25.0 33.3 2.4	1 0.0 0.0 0.0	2 50.0 20.0 4.9	0 0.0 0.0 0.0	1 25.0 9.1 2.4	4 9.8
OCASIONALLY 5.00	0 0.0 0.0 0.0	1 7.7 10.0 2.4	6 46.2 60.0 14.6	4 30.8 57.1 9.8	2 15.4 18.2 4.9	13 31.7
FREQUENTLY 6.00	1 4.3 33.3 2.4	7 30.4 70.0 17.1	2 8.7 20.0 4.9	3 13.0 42.9 7.3	8 34.8 72.7 19.5	23 56.1
COLUMN TOTAL	3 7.3	10 24.4	10 24.4	7 17.1	11 26.8	41 100.0

NUMBER OF MISSING OBSERVATIONS = 27

Other non-Spanish speaking children should learn something about Puerto Rican culture. I think this would help everyone get along better.

(F092.4% N47.2%)

Section Rank 15
Overall Rank 115

X203	Y203 -0	NEED HELP 2.00	WOULD LIKE HELP 3.00	PROBABLY CAPABLE 5.00	PRESENTLY CAPABLE 6.00	ROW TOTAL
-0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	1 100.0 7.7 1.9	1 1.9
NEVER 4.00	2 66.7 33.3 3.8	0 0.0 0.0 0.0	0 0.0 0.0 0.0	1 33.3 11.1 1.9	0 0.0 0.0 0.0	3 5.7
OCASIONALLY 5.00	2 9.5 33.3 3.8	1 4.8 12.5 1.9	5 23.8 29.4 9.4	8 38.1 88.9 15.1	5 23.8 38.5 9.4	21 39.6
FREQUENTLY 6.00	2 7.1 33.3 3.8	7 25.0 87.5 13.2	12 42.9 70.6 22.6	0 0.0 0.0 0.0	7 25.0 53.8 13.2	28 52.8
COLUMN TOTAL	6 11.3	8 15.1	17 32.1	9 17.0	13 24.5	53 100.0

NUMBER OF MISSING OBSERVATIONS = 15

Teachers are more often than not terribly apprehensive when Spanish-speaking parents come unannounced to their classes. Due to the language barrier and the differences in their values and mores, a liason between the school and the community should be afforded the school in the hope of a more harmonious relationship and a concerted effort be made to deal with the real important issues.

(F078.2% N47.2%)

Section Rank 16
Overall Rank 116

X199	Y190	NEED HELP (2.00)	WOULD LIKE HELP (3.00)	PROBABLY CAPABLE (5.00)	PRESENTLY CAPABLE (6.00)	ROW TOTAL
	-0	0	0	1	0	1
		0	0	100.0	0	1.8
		0	0	8.3	0	
		0	0	1.8	0	
NEVER	4.00	3	2	2	4	11
		27.3	18.2	18.2	36.4	20.0
		100.0	11.1	16.7	28.6	
		5.5	3.6	3.6	7.3	
OCASIONALLY	5.00	0	12	8	4	25
		0	48.0	32.0	16.0	45.5
		0	66.7	66.7	28.6	
		0	21.8	14.5	7.3	
FREQUENTLY	6.00	0	4	1	6	18
		0	22.2	5.6	33.3	32.7
		0	22.2	8.3	42.9	
		0	7.3	1.8	10.9	
COLUMN TOTAL		3	18	12	14	55
		5.5	32.7	21.8	25.5	100.0

NUMBER OF MISSING OBSERVATIONS = 13

Some Spanish children resent being disciplined by an anglo teacher and give an anglo no respect.

(F079.3% N46.6%)

Section Rank 17
Overall Rank 119

X105	Y105	NEED HELP (2.00)	WOULD LIKE HELP (3.00)	PROBABLY CAPABLE (5.00)	PRESENTLY CAPABLE (6.00)	ROW TOTAL
NEVER	4.00	3	2	2	4	14
		25.0	16.7	16.7	33.3	20.7
		60.0	12.5	11.8	44.4	
		5.2	3.4	3.4	6.9	
OCASIONALLY	5.00	1	12	14	3	33
		3.0	36.4	42.4	9.1	56.9
		20.0	75.0	82.4	33.3	
		1.7	20.7	24.1	5.2	
FREQUENTLY	6.00	1	2	1	2	13
		7.7	15.4	7.7	15.4	22.4
		20.0	12.5	5.9	22.2	
		1.7	3.4	1.7	3.4	
COLUMN TOTAL		5	16	17	9	58
		8.6	27.6	29.3	15.5	100.0

NUMBER OF MISSING OBSERVATIONS = 10

Music, Art, etc. Spanish students are in the mainstream with regular classes. Some cannot function under these circumstances within the regular curriculum. On the contrary, maybe being forced to function speeds up their assimilation of English, etc.

(F064.3% N46.4%)

Section Rank 18
Overall Rank 120

X228	Y228 -0	WOULD LIKE HELP 3.00	PROBABLY CAPABLE 5.00	PRESENTLY CAPABLE 6.00	ROW TOTAL
-0	2 100.0 25.0 7.1	0 0 0 0	0 0 0 0	0 0 0 0	2 7.1
NEVER 4.00	3 37.5 37.5 10.7	3 37.5 50.0 10.7	2 25.0 28.6 7.1	0 0 0 0	8 28.6
OCASIONALLY 5.00	3 30.0 37.5 10.7	2 20.0 33.3 7.1	2 20.0 28.6 7.1	3 30.0 42.9 10.7	10 35.7
FREQUENTLY 6.00	0 0 0 0	1 12.5 16.7 3.6	3 37.5 42.9 10.7	4 50.0 57.1 14.3	8 28.6
COLUMN TOTAL	8 28.6	6 21.4	7 25.0	7 25.0	28 100.0

NUMBER OF MISSING OBSERVATIONS = 40

Some parents constantly coming to school, not to see the teacher but to stand in the doorway and watch their child. This is very annoying and disrupts the class.

(F077.4% N45.3%)

Section Rank 19
Overall Rank 127

X134	Y134 -0	NEED HELP 2.00	WOULD LIKE HELP 3.00	PROBABLY CAPABLE 5.00	PRESENTLY CAPABLE 6.00	ROW TOTAL
NEVER 4.00	1 8.3 50.0 1.9	6 0 [illegible] 0	4 33.3 28.6 7.5	1 8.3 14.4 1.9	6 50.0 35.3 11.3	12 22.6
OCASIONALLY 5.00	0 0 0 0	3 12.5 33.1 5.7	8 33.3 57.1 15.1	5 20.8 50.0 9.4	8 33.3 47.1 15.1	24 45.3
FREQUENTLY 6.00	1 5.9 50.0 1.9	7 41.2 77.8 13.2	2 11.8 14.3 3.8	4 23.5 40.0 7.5	3 17.6 17.6 5.7	17 32.1
COLUMN TOTAL	2 3.8	17 16.9	14 26.4	10 18.9	17 32.1	53 100.0

NUMBER OF MISSING OBSERVATIONS = 15

Students feel that they are not Americans, feel alienated, different. They do not see themselves as part of the mainstream. A strong sense of ethnic identity.

(F088.2% N45.1%)

Section Rank 20
Overall Rank 129

X019	Y018	0	2.00	3.00	5.00	6.00	ROW TOTAL
NEVER	4.00	2	0	0	0	4	6
		33.3	0	0	0	66.7	11.8
		50.0	0	0	0	40.0	
		3.9	0	0	0	7.8	
OCASIONALLY	5.00	0	3	6	11	5	25
		0	12.0	24.0	44.0	20.0	49.0
		0	37.5	40.0	78.6	50.0	
		0	5.9	11.8	21.6	9.8	
FREQUENTLY	6.00	2	5	9	3	1	20
		10.0	25.0	45.0	15.0	5.0	39.2
		50.0	62.5	60.0	21.4	10.0	
		3.9	9.8	17.6	5.9	2.0	
COLUMN TOTAL		4	8	15	14	10	51
		7.8	15.7	29.4	27.5	19.6	100.0

NUMBER OF MISSING OBSERVATIONS = 17

During a fight in the hall, a group of kids were watching - both American and Puerto Rican kids. The principal arrived and the kids ran outside. Afterward, the only kids punished were the kids from the bilingual class. They were kept in from recess. The principal, through the Vice-President, told us to stay in the classroom with the kids.

(F044.1% N44.1%)

Section Rank 21
Overall Rank 134

X140	Y140	0	2.00	3.00	5.00	6.00	ROW TOTAL
	0	1	2	0	0	0	3
		33.3	66.7	0	0	0	8.8
		14.3	22.2	0	0	0	
		2.9	5.9	0	0	0	
NEVER	4.00	5	6	1	2	8	16
		31.3	37.5	6.3	12.5	50.0	47.1
		71.4	66.7	16.7	66.7	88.9	
		14.7	17.6	2.9	5.9	23.5	
OCASIONALLY	5.00	1	4	3	1	0	9
		11.1	44.4	33.3	11.1	0	26.5
		14.3	44.4	50.0	33.3	0	
		2.9	11.8	8.8	2.9	0	
FREQUENTLY	6.00	0	3	2	0	1	6
		0	50.0	33.3	0	16.7	17.6
		0	33.3	33.3	0	11.1	
		0	8.8	5.9	0	2.9	
COLUMN TOTAL		7	9	6	3	9	34
		20.6	26.5	17.6	8.8	26.5	100.0

NUMBER OF MISSING OBSERVATIONS = 34

On the other end of the spectrum are those who do not listen, who have reading problems, and usually are disruptive during the reading lesson.

(F088.0% N44.0%)

Section Rank 22
Overall Rank 135

X241	Y241 NEED HELP -0	2.00	WOULD LIKE HELP 3.00	PROBABLY CAPABLE 5.00	PRESENTLY CAPABLE 6.00	ROW TOTAL
-0	1 100.0 25.0 2.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	1 2.0
4.00 NEVER	1 20.0 25.0 2.0	1 20.0 25.0 2.0	0 0.0 0.0 0.0	1 20.0 7.1 2.0	2 40.0 22.2 4.0	5 10.0
5.00 OCASIONALLY	2 8.3 50.0 4.0	0 0.0 0.0 0.0	9 37.5 50.0 18.0	9 37.5 64.3 18.0	4 16.7 40.0 8.0	24 48.0
6.00 FREQUENTLY	0 0.0 0.0 0.0	3 15.0 75.0 6.0	9 45.0 50.0 18.0	4 20.0 28.6 8.0	4 20.0 40.0 8.0	20 40.0
COLUMN TOTAL	4 8.0	4 8.0	18 36.0	14 28.0	10 20.0	50 100.0

NUMBER OF MISSING OBSERVATIONS = 18

Students are unable to take more than half a day of academics. P.M. should be session devoted to field trips, classroom home economics, nutrition, health, sewing, which can be used in L.A. the following day.

(F073.8% N42.9%)

Section Rank 23
Overall Rank 146

X115	Y115 NEED HELP 0	2.00	WOULD LIKE HELP 3.00	PROBABLY CAPABLE 5.00	PRESENTLY CAPABLE 6.00	ROW TOTAL
4.00 NEVER	4 36.4 80.0 9.5	0 0.0 0.0 0.0	1 9.1 9.1 2.4	2 18.2 22.2 4.8	4 36.4 40.0 9.5	11 26.2
5.00 OCASIONALLY	1 6.7 20.0 2.4	2 13.3 28.6 4.8	5 33.3 45.5 11.9	5 33.3 55.6 11.9	2 13.3 20.0 4.8	15 35.7
6.00 FREQUENTLY	0 0.0 0.0 0.0	5 31.3 71.4 11.9	5 31.3 45.5 11.9	2 12.5 22.2 4.8	4 25.0 40.0 9.5	16 38.1
COLUMN TOTAL	5 11.9	7 16.7	11 26.2	9 21.4	10 23.8	42 100.0

NUMBER OF MISSING OBSERVATIONS = 26

Parents are first generation, often major relatives in Puerto Rico, life revolves around the home, friends, family here and Puerto Rico. Little or no interaction with community.

(F087.8% N41.5%)

Section Rank 24
Overall Rank 149

X014	Y014	NEED HELP -0	NEED HELP 2.00	WOULD LIKE HELP 3.00	PROBABLY CAPABLE 5.0	PRESENTLY CAPABL 6.00	ROW TOTAL
	-0	0 0 0 0	0 0 0 0	1 50.0 10.0 2.4	1 50.0 9.1 2.4	0 0 0 0	2 4.9
NEVER	4.00	0 0 0 0	0 0 0 0	0 0 0 0	2 66.7 18.2 4.9	1 33.3 11.1 2.4	3 7.3
OCASIONALLY	5.00	1 5.9 25.0 2.4	2 11.8 28.6 4.9	3 17.6 30.0 7.3	5 29.4 45.5 12.2	6 35.3 66.7 14.6	17 41.5
FREQUENTLY	6.00	3 15.8 75.0 7.3	5 26.3 71.4 12.2	6 31.6 60.0 14.6	3 15.8 27.3 7.3	2 10.5 22.2 4.9	19 46.3
COLUMN TOTAL		4 9.8	7 17.1	10 24.4	11 26.8	9 22.0	41 100.0

NUMBER OF MISSING OBSERVATIONS = 27

In the bilingual science each student could have his different necessities and problems with which the teacher has to deal in different ways and approaches.

(F062.0% N41.3%)

Section Rank 25
Overall Rank 151

X178	Y178	NEED HELP -0	NEED HELP 2.00	WOULD LIKE HELP 3.00	PROBABLY CAPABLE 5.00	PRESENTLY CAPABL 6.00	ROW TOTAL
	-0	4 100.0 80.0 13.8	0 0 0 0	0 0 0 0	0 0 0 0	0 0 0 0	4 13.8
NEVER	4.00	1 14.3 20.0 3.4	2 28.6 40.0 6.9	2 28.6 20.0 6.9	1 14.3 14.3 3.4	1 14.3 20.0 3.4	7 24.1
OCASIONALLY	5.00	0 0 0 0	0 0 0 0	4 36.4 57.1 13.8	5 45.5 71.4 17.2	2 18.2 40.0 6.9	11 37.9
FREQUENTLY	6.00	0 0 0 0	3 42.9 60.0 10.3	1 14.3 14.3 3.4	1 14.3 14.3 3.4	2 28.6 40.0 6.9	7 24.1
COLUMN TOTAL		5 17.2	5 17.2	7 24.1	7 24.1	5 17.2	29 100.0

NUMBER OF MISSING OBSERVATIONS = 39

Older brothers and sisters have influence on the younger ones. Sometimes they influence them to do the wrong things.

(F078.4% N41.2%)

Section Rank 26
Overall Rank 152

X133	Y133					
COUNT / ROW PCT / COL PCT / TOT PCT	-0	NEED HELP 2.00	WOULD LIKE HELP 3.00	PROBABLY CAPABLE 5.00	PRESENTLY CAPABLE 6.00	ROW TOTAL
NEVER 4.00	1 9.1 100.0 2.0	1 9.1 20.0 2.0	3 27.3 18.8 5.9	4 36.4 26.7 7.8	2 18.2 14.3 3.9	11 21.6
OCASIONALLY 5.00	0 0 0 0	0 0 0 0	9 39.1 56.3 17.6	7 30.4 46.7 13.7	7 30.4 50.0 13.7	23 45.1
FREQUENTLY 6.00	0 0 0 0	4 23.5 80.0 7.8	4 23.5 25.0 7.8	4 23.5 26.7 7.8	5 29.4 35.7 9.8	17 33.3
COLUMN TOTAL	1 2.0	5 9.8	16 31.4	15 29.4	14 27.5	51 100.0

NUMBER OF MISSING OBSERVATIONS = 17

As a result of the mingling of Spanish students in regular classes, the following are some of the problems we have to face: those students who move into a regular class from bi-lingual class can't do what is being done by the others academically, and they don't understand what are, for us, the regular manners.

(F078.8% N40.5%)

Section Rank 27
Overall Rank 154

X211	Y211					
COUNT / ROW PCT / COL PCT / TOT PCT	-0	NEED HELP 2.00	WOULD LIKE HELP 3.00	PROBABLY CAPABLE 5.00	PRESENTLY CAPABLE 6.00	ROW TOTAL
-0	3 100.0 60.0 6.4	0 0 0 0	0 0 0 0	0 0 0 0	0 0 0 0	3 6.4
NEVER 4.00	2 28.6 40.0 4.3	0 0 0 0	2 28.6 15.4 4.3	1 14.3 8.3 2.1	2 28.6 18.2 4.3	7 14.9
OCASIONALLY 5.00	0 0 0 0	0 0 0 0	7 29.2 53.8 14.9	9 37.5 75.0 19.1	8 33.3 72.7 17.0	24 51.1
FREQUENTLY 6.00	0 0 0 0	6 46.2 100.0 12.8	4 30.8 30.8 8.5	2 15.4 16.7 4.3	1 7.7 9.1 2.1	13 27.7
COLUMN TOTAL	5 10.6	6 12.8	13 27.7	12 25.5	11 23.4	47 100.0

NUMBER OF MISSING OBSERVATIONS = 21

An argument has errupted on the playground between a black and a Spanish student. Soon all the children are involved, taking sides as if the argument involved them.

(F087.5% N39.6%)

Section Rank 28
Overall Rank 155

X059	Y059	NEED HELP	WOULD LIKE HELP	PROBABLY CAPABLE	PRESENTLY CAPABLE	ROW TOTAL
	-0	2.00	3.00	5.00	6.00	
	-1	1	0	0	0	1
		100.0	0	0	0	2.1
		33.3	0	0	0	
		2.1	0	0	0	
NEVER	4.00	1	0	3	0	5
		20.0	0	60.0	0	10.4
		33.3	0	25.0	0	
		2.1	0	6.3	0	
OCASIONALLY	5.00	0	3	1	13	5	22
		0	13.6	4.5	59.1	22.7	45.8
		0	42.9	8.3	76.5	55.6	
		0	6.3	2.1	27.1	10.4	
FREQUENTLY	6.00	1	4	8	4	3	20
		5.0	20.0	40.0	20.0	15.0	41.7
		33.3	57.1	66.7	23.5	33.3	
		2.1	8.3	16.7	8.3	6.3	
COLUMN TOTAL		3	7	12	17	9	48
		6.3	14.6	25.0	35.4	18.8	100.0

NUMBER OF MISSING OBSERVATIONS = 20

There has been trouble in the neighborhood between some children. The whole family comes to school and demands that the children be disciplined right then and there!

(F068.1% N38.3%)

Section Rank 29
Overall Rank 160

X104	Y104	NEED HELP	WOULD LIKE HELP	PROBABLY CAPABLE	PRESENTLY CAPABLE	ROW TOTAL
		2.00	3.00	5.00	6.00	
NEVER	4.00	3	0	3	5	4	15
		20.0	0	20.0	33.3	26.7	31.9
		100.0	0	27.3	38.5	30.8	
		6.4	0	6.4	10.6	8.5	
OCASIONALLY	5.00	0	1	6	8	9	24
		0	4.2	25.0	33.3	37.5	51.1
		0	14.3	54.5	61.5	69.2	
		0	2.1	12.8	17.0	19.1	
FREQUENTLY	6.00	0	6	2	0	0	8
		0	75.0	25.0	0	0	17.0
		0	85.7	18.2	0	0	
		0	12.8	4.3	0	0	
COLUMN TOTAL		3	7	11	13	13	47
		6.4	14.9	23.4	27.7	27.7	100.0

NUMBER OF MISSING OBSERVATIONS = 21

Cultural differences appear to interfere with learning.

(F093.1% N38.0%)

Section Rank 30
Overall Rank 161

X010	Y010 (COUNT / ROW PCT / COL PCT / TOT PCT)	NEED HELP 2.00	WOULD LIKE HELP 3.00	PROBABLY CAPABLE 5.00	PRESENTLY CAPABLE 6.00	ROW TOTAL
NEVER	4.00	0 0 0 0	0 0 0 0	1 25.0 4.3 1.7	3 75.0 23.1 5.2	4 6.9
OCASIONALLY	5.00	1 3.2 14.3 1.7	9 29.0 60.0 15.5	15 48.4 65.2 25.9	6 19.4 46.2 10.3	31 53.4
FREQUENTLY	6.00	6 26.1 85.7 10.3	6 26.1 40.0 10.3	7 30.4 30.4 12.1	4 17.4 30.8 6.9	23 39.7
	COLUMN TOTAL	7 12.1	15 25.9	23 39.7	13 22.4	58 100.0

NUMBER OF MISSING OBSERVATIONS = 10

Sometimes, not in all cases so that you could generalize without being discriminatory, there is a lack of a sense of respect for authority. Common reply when told to do some things, "you're not my mother/father!"

(F087.5% N37.5%)

Section Rank 31
Overall Rank 165

X222	Y222 (COUNT / ROW PCT / COL PCT / TOT PCT)	NEED HELP 2.00	WOULD LIKE HELP 3.00	PROBABLY CAPABLE 5.00	PRESENTLY CAPABLE 6.00	ROW TOTAL
-0	0 0 0 0	1 100.0 16.7 1.8	0 0 0 0	0 0 0 0	0 0 0 0	1 1.8
NEVER	4.00	2 33.3 100.0 3.6	0 0 0 0	1 16.7 5.6 1.8	3 50.0 20.0 5.4	6 10.7
OCASIONALLY	5.00	0 0 0 0	1 3.3 16.7 1.8	4 13.3 26.7 7.1	15 50.0 83.3 26.8	10 33.3 66.7 17.9	30 53.6
FREQUENTLY	6.00	0 0 0 0	4 21.1 66.7 7.1	11 57.9 73.3 19.6	2 10.5 11.1 3.6	2 10.5 13.3 3.6	19 33.9
	COLUMN TOTAL	2 3.6	6 10.7	15 26.8	18 32.1	15 26.8	56 100.0

NUMBER OF MISSING OBSERVATIONS = 12

When there is some kind of disturbance in the classroom among students (i.e. arguments, disagreements, fights, etc.), I have difficulty in determining what caused the incident or who is to blame because of the language difference. I speak and understand some Spanish but not all of what is said, because usually it is said with flaring tempers.

(F066.7% N37.1%)

Section Rank 32
Overall Rank 167

X111	Y111	-0T	2.00 NEED HELP	3.00 WOULD LIKE HELP	5.00 PROBABLY CAPABLE	6.00 PRESENTLY CAPABLE	ROW TOTAL
NEVER	4.00	1 5.6 100.0 1.9	1 5.6 14.3 1.9	3 16.7 23.1 5.6	5 27.8 31.3 9.3	8 44.4 47.1 14.8	18 33.3
OCASIONALLY	5.00	0 0 0 0	1 3.7 14.3 1.9	9 33.3 69.2 16.7	10 37.0 62.5 18.5	7 25.9 41.2 13.0	27 50.0
FREQUENTLY	6.00	0 0 0 0	5 55.6 71.4 9.3	1 11.1 7.7 1.9	1 11.1 6.3 1.9	2 22.2 11.8 3.7	9 16.7
COLUMN TOTAL		1 1.9	7 13.0	13 24.1	16 29.6	17 31.5	54 100.0

NUMBER OF MISSING OBSERVATIONS = 14

They are not good independent workers. They have to get help from their peers, getting up, moving around etc.

(F087.3% N36.4%)

Section Rank 33
Overall Rank 169

X200	Y200	-0T	2.00 NEED HELP	3.00 WOULD LIKE HELP	5.00 PROBABLY CAPABLE	6.00 PRESENTLY CAPABLE	ROW TOTAL
NEVER	4.00	2 28.6 66.7 3.6	0 0 0 0	1 14.3 9.1 1.8	1 14.3 6.7 1.8	3 42.9 17.6 5.5	7 12.7
OCASIONALLY	5.00	1 3.6 33.3 1.8	0 0 0 0	6 21.4 54.5 10.9	9 32.1 60.0 16.4	12 42.9 70.6 21.8	28 50.9
FREQUENTLY	6.00	0 0 0 0	9 45.0 100.0 16.4	4 20.0 36.4 7.3	5 25.0 33.3 9.1	2 10.0 11.8 3.6	20 36.4
COLUMN TOTAL		3 5.5	9 16.4	11 20.0	15 27.3	17 30.9	55 100.0

NUMBER OF MISSING OBSERVATIONS = 13

In the bilingual classroom in Holyoke High School we met with the Spanish descendent group. There is one common language with different levels of this, beginning with the ones that get their education in the area. The ones that come from close areas, the ones from Puerto Rico and the ones that come from different places in Latin America. We deal with a variety of Spanish sub-groups.

(F059.1% N36.3%)

Section Rank 34
Overall Rank 171

X177	Y177 NEED HELP -1.00	WOULD LIKE HELP 2.00	PROBABLY CAPABLE 3.00	PRESENTLY CAPABLE 5.00	PRESENTLY CAPABLE 6.00	ROW TOTAL
-0	2 100.0 40.0 9.1	0 0 0 0	0 0 0 0	0 0 0 0	0 0 0 0	2 9.1
NEVER 4.00	3 42.9 60.0 13.6	0 0 0 0	3 42.9 42.9 13.6	1 14.3 25.0 4.5	0 0 0 0	7 31.8
OCASIONALLY 5.00	0 0 0 0	0 0 0 0	2 40.0 28.6 9.1	2 40.0 50.0 9.1	1 20.0 20.0 4.5	5 22.7
FREQUENTLY 6.00	0 0 0 0	1 12.5 20.0 4.5	2 25.0 28.6 9.1	1 12.5 25.0 4.5	4 50.0 80.0 18.2	8 36.4
COLUMN TOTAL	5 22.7	1 4.5	7 31.8	4 18.2	5 22.7	22 100.0

NUMBER OF MISSING OBSERVATIONS = 46

The lack of conformity in their living conditions presents confusion to the average classroom teacher who is unfamiliar with the Puerto Rican culture. For example, keeping chickens, etc. in their apartments.

(F078.2% N32.6%)

Section Rank 35
Overall Rank 187

X182	Y182 NEED HELP -1.00	WOULD LIKE HELP 2.00	PROBABLY CAPABLE 3.00	PRESENTLY CAPABLE 5.00	PRESENTLY CAPABLE 6.00	ROW TOTAL
NEVER 4.00	4 40.0 80.0 8.7	0 0 0 0	3 30.0 27.3 6.5	2 20.0 14.3 4.3	4 40.0 33.3 8.7	10 21.7
OCASIONALLY 5.00	0 0 0 0	0 0 0 0	7 26.9 63.6 15.2	12 46.2 85.7 26.1	7 26.9 58.3 15.2	26 56.5
FREQUENTLY 6.00	1 10.0 20.0 2.2	4 40.0 100.0 8.7	4 40.0 36.4 8.7	0 0 0 0	1 10.0 8.3 2.2	10 21.7
COLUMN TOTAL	5 10.9	4 8.7	11 23.9	14 30.4	12 26.1	46 100.0

NUMBER OF MISSING OBSERVATIONS = 22

The Spanish children seem to have a strong protective nature. They will stick up for each other against many others. Even if they do not know what the argument is about, they will still back up their fellow Spanish students. It is sometimes difficult for a non-Spanish speaking teacher to break up the argument because of a language problem.

(F088.3% N31.4%)

Section Rank 36
Overall Rank 192

X125	Y125					ROW TOTAL
		NEED HELP	WOULD LIKE HELP	PROBABLY CAPABLE	PRESENTLY CAPABLE	
		0	2.00	3.00	5.00	6.00	
NEVER	4.00	0 0 0	0 0 0	0 0 0	2 33.3 12.5 3.9	4 66.7 23.5 7.8	6 11.8
OCASIONALLY	5.00	2 6.9 100.0 3.9	1 3.4 33.3 2.0	11 37.9 84.6 21.6	7 24.1 43.8 13.7	8 27.6 47.1 15.7	29 56.9
FREQUENTLY	6.00	0 0 0 0	2 12.5 66.7 3.9	2 12.5 15.4 3.9	7 43.8 43.8 13.7	5 31.3 29.4 9.8	16 31.4
COLUMN TOTAL		2 3.9	3 5.9	13 25.5	16 31.4	17 33.3	51 100.0

NUMBER OF MISSING OBSERVATIONS = 17

The Spanish children seem to have a great deal of trouble with self-control. They must constantly talk out and move around. It seems that this problem should be controlled but the usual ways of dealing with it don't work with these children.

(F073.7% N29.5%)

Section Rank 37
Overall Rank 197

X068	Y068					ROW TOTAL
		NEED HELP	WOULD LIKE HELP	PROBABLY CAPABLE	PRESENTLY CAPABLE	
		-0	2.00	3.00	5.00	6.00	
	-0	6 75.0 75.0 9.8	1 12.5 20.0 1.6	0 0 0 0	0 0 0 0	1 12.5 5.6 1.6	8 13.1
NEVER	4.00	0 0 0 0	0 0 0 0	1 12.5 7.7 1.6	1 12.5 5.9 1.6	6 75.0 33.3 9.8	8 13.1
OCASIONALLY	5.00	0 0 0 0	1 0 0 0	7 26.9 53.8 11.5	10 38.5 58.8 16.4	9 34.6 50.0 14.8	26 42.6
FREQUENTLY	6.00	2 10.5 25.0 3.3	4 21.1 80.0 6.6	5 26.3 38.5 8.2	6 31.6 35.3 9.8	2 10.5 11.1 3.3	19 31.1
COLUMN TOTAL		8 13.1	5 8.2	13 21.3	17 27.9	18 29.5	61 100.0

NUMBER OF MISSING OBSERVATIONS = 7

There are too many interruptions. People are always coming and going. (Example: Parents come in without warning.)

(F081.8% N29.1%)

Section Rank 38
Overall Rank 199

X074	Y074					
COUNT / ROW PCT / COL PCT / TOT PCT	NEED HELP 1.00	WOULD LIKE HELP 2.00	PROBABLY CAPABLE 3.00	PRESENTLY CAPABLE 4.00	ROW TOTAL
NEVER 4.00	2 / 20.0 / 100.0 / 3.6	0 / 0 / 0 / 0	1 / 10.0 / 11.1 / 1.8	2 / 20.0 / 10.0 / 3.6	5 / 50.0 / 29.4 / 9.1	10 / 18.2
OCASIONALLY 5.00	0 / 0 / 0 / 0	1 / 3.3 / 14.3 / 1.8	4 / 13.3 / 44.4 / 7.3	17 / 56.7 / 85.0 / 30.9	8 / 26.7 / 47.1 / 14.5	30 / 54.5
FREQUENTLY 6.00	0 / 0 / 0 / 0	6 / 40.0 / 85.7 / 10.9	4 / 26.7 / 44.4 / 7.3	1 / 6.7 / 5.0 / 1.8	4 / 26.7 / 23.5 / 7.3	15 / 27.3
COLUMN TOTAL	2 / 3.6	7 / 12.7	9 / 16.4	20 / 36.4	17 / 30.9	55 / 100.0

NUMBER OF MISSING OBSERVATIONS = 13

Many Spanish students are not turned on by material which definitely interests most native born students, such as stories about Hank Aaron, Willie May, Betsy Ross.

(F085.8% N28.6%)

Section Rank 39
Overall Rank 200

X113	Y110					
COUNT / ROW PCT / COL PCT / TOT PCT	NEED HELP 1.00	WOULD LIKE HELP 2.00	PROBABLY CAPABLE 3.00	PRESENTLY CAPABLE 4.00	ROW TOTAL
NEVER 4.00	1 / 14.3 / 50.0 / 2.0	0 / 0 / 0 / 0	1 / 14.3 / 10.0 / 2.0	2 / 28.6 / 12.5 / 4.1	3 / 42.9 / 17.6 / 6.1	7 / 14.3
OCASIONALLY 5.00	0 / 0 / 0 / 0	0 / 0 / 0 / 0	3 / 11.5 / 30.0 / 6.1	14 / 53.8 / 87.5 / 28.6	9 / 34.6 / 52.9 / 18.4	26 / 53.1
FREQUENTLY 6.00	1 / 6.3 / 50.0 / 2.0	4 / 25.0 / 100.0 / 8.2	6 / 37.5 / 60.0 / 12.2	0 / 0 / 0 / 0	5 / 31.3 / 29.4 / 10.2	16 / 32.7
COLUMN TOTAL	2 / 4.1	4 / 8.2	10 / 20.4	16 / 32.7	17 / 34.7	49 / 100.0

NUMBER OF MISSING OBSERVATIONS = 19

Parents in halls, and hour before the closing of school, waiting for children.

(F075.5% N28.4%)

Section Rank 40
Overall Rank 201

X106	Y106 NEED HELP (-0)	WOULD LIKE HELP (2.00)	PROBABLY CAPABLE (3.00)	PRESENTLY CAPABLE (5.00)	PRESENTLY CAPABLE (6.00)	ROW TOTAL
NEVER 4.00	2 16.7 66.7 4.1	0 0 0 0	2 16.7 28.6 4.1	5 41.7 31.3 10.2	3 25.0 20.0 6.1	12 24.5
OCASIONALLY 5.00	1 4.5 33.3 2.0	0 0 0 0	2 9.1 28.6 4.1	9 40.9 56.3 18.4	10 45.5 66.7 20.4	22 44.9
FREQUENTLY 6.00	0 0 0 0	8 57.1 100.0 16.3	3 20.0 42.9 6.1	2 13.3 12.5 4.1	2 13.3 13.3 4.1	15 30.6
COLUMN TOTAL	3 6.1	8 16.3	7 14.3	16 32.7	15 30.6	49 100.0

NUMBER OF MISSING OBSERVATIONS = 19

The Puerto Rican girls sometimes refuse to dress for gym classes or ot participate in gym activities.

(F065.8% N27.3%)

Section Rank 41
Overall Rank 207

X162	Y162 NEED HELP (-0)	WOULD LIKE HELP (2.00)	PROBABLY CAPABLE (3.00)	PRESENTLY CAPABLE (5.00)	PRESENTLY CAPABLE (6.00)	ROW TOTAL
-0	0 0 0 0	1 100.0 25.0 2.6	0 0 0 0	0 0 0 0	0 0 0 0	1 2.6
NEVER 4.00	5 41.7 71.4 13.2	0 0 0 0	1 8.3 16.7 2.6	4 33.3 40.0 10.5	2 16.7 18.2 5.3	12 31.6
OCASIONALLY 5.00	1 5.9 14.3 2.6	2 0 0 0	4 23.5 66.7 10.5	6 35.3 60.0 15.8	6 35.3 54.5 15.8	17 44.7
FREQUENTLY 6.00	1 12.5 14.3 2.6	3 37.5 75.0 7.9	1 12.5 16.7 2.6	0 0 0 0	3 37.5 27.3 7.9	8 21.1
COLUMN TOTAL	7 18.4	4 10.5	6 15.8	10 26.3	11 28.9	38 100.0

NUMBER OF MISSING OBSERVATIONS = 30

As a teacher of seventh grade English, I find Spanish speaking students unwilling to conform to classroom regulations. They speak out of turn, roam around the room, and expect directions to be repeated.

(F080.0% N26.7%)

Section Rank 42
Overall Rank 209

X242	Y242 NEED HELP	WOULD LIKE HELP	PROBABLY CAPABLE	PRESENTLY CAPABLE	ROW TOTAL
	-9.00	2.00	3.00	5.00	6.00	
-9	3 / 100.0 / 60.0 / 6.7	0 / 0 / 0 / 0	0 / 0 / 0 / 0	0 / 0 / 0 / 0	0 / 0 / 0 / 0	3 / 6.7
NEVER 4.00	1 / 16.7 / 20.0 / 2.2	0 / 0 / 0 / 0	2 / 6.7 / 25.0 / 4.4	3 / 50.0 / 21.4 / 6.7	2 / 33.3 / 14.3 / 4.4	6 / 13.3
OCASIONALLY 5.00	1 / 4.2 / 20.0 / 2.2	5 / 20.8 / 62.5 / 11.1	10 / 41.7 / 71.4 / 22.2	8 / 33.3 / 57.1 / 17.8	24 / 53.3
FREQUENTLY 6.00	0 / 0 / 0 / 0	4 / 33.3 / 100.0 / 8.9	3 / 25.0 / 37.5 / 6.7	1 / 8.3 / 7.1 / 2.2	4 / 33.3 / 28.6 / 8.9	12 / 26.7
COLUMN TOTAL	5 / 11.1	4 / 8.9	8 / 17.8	14 / 31.1	14 / 31.1	45 / 100.0

NUMBER OF MISSING OBSERVATIONS = 23

I would like to learn a little about the Spanish culture. However, when I try to interest the children in developing a unit on their culture, they will not cooperate. Some seem almost ashamed of their culture. What can the classroom teacher do to interest these children and help them feel proud of their heritage?

(F046.7% N26.6%)

Section Rank 43
Overall Rank 210

X067	Y067 NEED HELP	WOULD LIKE HELP	PROBABLY CAPABLE	PRESENTLY CAPABLE	ROW TOTAL
	-9.00	2.00	3.00	5.00	6.00	
-9	6 / 100.0 / 46.2 / 13.3	0 / 0 / 0 / 0	0 / 0 / 0 / 0	0 / 0 / 0 / 0	0 / 0 / 0 / 0	6 / 13.3
NEVER 4.00	7 / 38.9 / 53.8 / 15.6	0 / 0 / 0 / 0	1 / 5.6 / 16.7 / 2.2	3 / 16.7 / 37.5 / 6.7	7 / 38.9 / 58.3 / 15.6	18 / 40.0
OCASIONALLY 5.00	0 / 0 / 0 / 0	2 / 12.5 / 33.3 / 4.4	4 / 25.0 / 66.7 / 8.9	5 / 31.3 / 62.5 / 11.1	5 / 31.3 / 41.7 / 11.1	16 / 35.6
FREQUENTLY 6.00	0 / 0 / 0 / 0	4 / 80.0 / 66.7 / 8.9	1 / 20.0 / 16.7 / 2.2	0 / 0 / 0 / 0	0 / 0 / 0 / 0	5 / 11.1
COLUMN TOTAL	13 / 28.9	6 / 13.3	6 / 13.3	8 / 17.8	12 / 26.7	45 / 100.0

NUMBER OF MISSING OBSERVATIONS = 23

Students' habit of ripping up or crumpling up each other's papers.

(F088.2% N20.4%)

Section Rank 44
Overall Rank 214

X172	COUNT / ROW PCT / COL PCT / TOT PCT	Y172 -0	NEED HELP 2.00	WOULD LIKE HELP 3.00	PROBABLY CAPABLE 5.00	PRESENTLY CAPABLE 6.00	ROW TOTAL
NEVER	4.00	1 14.3 100.0 1.7	0 0 0 0	0 0 0 0	2 28.6 11.1 3.4	4 57.1 14.3 6.8	7 11.9
OCASIONALLY	5.00	0 0 0 0	1 3.4 25.0 1.7	3 10.3 37.5 5.1	8 27.6 44.4 13.6	17 58.6 60.7 28.8	29 49.2
FREQUENTLY	6.00	0 0 0 0	3 13.0 75.0 5.1	5 21.7 62.5 8.5	8 34.8 44.4 13.6	7 30.4 25.0 11.9	23 39.0
COLUMN TOTAL		1 1.7	4 6.8	8 13.6	18 30.5	28 47.5	59 100.0

NUMBER OF MISSING OBSERVATIONS = 9

Tendency to write all over books.

(F084.2% N19.3%)

Section Rank 45
Overall Rank 219

X171	COUNT / ROW PCT / COL PCT / TOT PCT	Y171 -0	NEED HELP 2.00	WOULD LIKE HELP 3.00	PROBABLY CAPABLE 5.00	PRESENTLY CAPABLE 6.00	ROW TOTAL
	-0	1 100.0 50.0 1.8	0 0 0 0	0 0 0 0	0 0 0 0	0 0 0 0	1 1.8
NEVER	4.00	1 12.5 50.0 1.8	1 12.5 14.3 1.8	0 0 0 0	2 25.0 18.4 3.5	4 50.0 12.9 7.0	8 14.0
OCASIONALLY	5.00	0 0 0 0	0 0 0 0	1 3.8 25.0 1.8	6 23.1 46.2 10.5	19 73.1 61.3 33.3	26 45.6
FREQUENTLY	6.00	0 0 0 0	6 27.3 85.7 10.5	3 13.6 75.0 5.3	5 22.7 38.5 8.8	8 36.4 25.8 14.0	22 38.6
COLUMN TOTAL		2 3.5	7 12.3	4 7.0	13 22.8	31 54.4	57 100.0

NUMBER OF MISSING OBSERVATIONS = 11

Bilingual children (on the whole) tend to be extremely introverted at work and at play.

(F073.8% N19.1%)

Section Rank 46
Overall Rank 220

X206	Y206					ROW TOTAL
	-0	NEED HELP 2.00	WOULD LIKE HELP 3.00	PROBABLY CAPABLE 5.00	PRESENTLY CAPABLE 6.00	
-0	1	0	0	0	0	1
	100.0	0	0	0	0	2.4
	25.0	0	0	0	0	
	2.4	0	0	0	0	
4.00 NEVER	2	1	0	3	4	10
	20.0	10.0	0	30.0	40.0	23.8
	50.0	50.0	0	18.8	28.6	
	4.8	2.4	0	7.1	9.5	
5.00 OCASIONALLY	0	0	4	13	8	25
	0	0	16.0	52.0	32.0	59.5
	0	0	66.7	81.3	57.1	
	0	0	9.5	31.0	19.0	
6.00 FREQUENTLY	1	1	2	0	2	6
	16.7	16.7	33.3	0	33.3	14.3
	25.0	50.0	33.3	0	14.3	
	2.4	2.4	4.8	0	4.8	
COLUMN TOTAL	4	2	6	16	14	42
	9.5	4.8	14.3	38.1	33.3	100.0

NUMBER OF MISSING OBSERVATIONS = 26

Common expressions or idioms are unfamiliar. If any of these are used during reading instruction or casual conversation a "gap" results.

(F089.6% N18.7%)

Section Rank 47
Overall Rank 221

X181	Y181					ROW TOTAL
	-0	NEED HELP 2.00	WOULD LIKE HELP 3.00	PROBABLY CAPABLE 5.00	PRESENTLY CAPABLE 6.00	
4.00 NEVER	1	0	0	2	2	5
	20.0	0	0	40.0	40.0	10.4
	100.0	0	0	15.4	8.0	
	2.1	0	0	4.2	4.2	
5.00 OCASIONALLY	0	0	2	8	16	26
	0	0	7.1	28.6	64.3	54.3
	0	0	40.0	61.5	72.0	
	0	0	4.2	16.7	33.3	
6.00 FREQUENTLY	0	4	3	3	5	15
	0	26.7	20.0	20.0	33.3	31.3
	0	100.0	60.0	23.1	20.0	
	0	8.3	6.3	6.3	10.4	
COLUMN TOTAL	1	4	5	13	25	48
	2.1	8.3	10.4	27.1	52.1	100.0

NUMBER OF MISSING OBSERVATIONS = 20

The noise level of the room was a problem to me at first. Because of the large number of family members, the children had become accustomed to screaming in order to be heard. This created a problem in that I could not even hear the children in my group. Gradually the children had to be guided to talk softly.

(F083.1% N18.7%)

Section Rank 48
Overall Rank 222

Y057

X057	COUNT / ROW PCT / COL PCT / TOT PCT	NEED HELP -0	NEED HELP 2.00	WOULD LIKE HELP 3.00	PROBABLY CAPABLE 5.00	PRESENTLY CAPABLE 6.00	ROW TOTAL
	-0	1 100.0 20.0 1.7	0 0 0 0	0 0 0 0	0 0 0 0	0 0 0 0	1 1.7
NEVER	4.00	1 11.1 20.0 1.7	0 0 0 0	1 11.1 12.5 1.7	4 44.4 20.0 6.8	3 33.3 13.0 5.1	9 15.3
OCASIONALLY	5.00	2 7.1 40.0 3.4	0 0 0 0	5 17.9 62.5 8.5	10 35.7 50.0 16.9	11 39.3 47.8 18.6	28 47.5
FREQUENTLY	6.00	1 4.8 20.0 1.7	3 14.3 100.0 5.1	2 9.5 25.0 3.4	6 28.6 30.0 10.2	9 42.9 39.1 15.3	21 35.6
	COLUMN TOTAL	5 8.5	3 5.1	8 13.6	20 33.9	23 39.0	59 100.0

NUMBER OF MISSING OBSERVATIONS = 9

Food-wise the Spanish speaking childrens' experiences are different. For example, discussing a traditional Thanksgiving menu. They are not familiar with our traditional one.

(F086.3% N15.7%)

Section Rank 49
Overall Rank 226

Y180

X180	COUNT / ROW PCT / COL PCT / TOT PCT	NEED HELP -0	NEED HELP 2.00	WOULD LIKE HELP 3.00	PROBABLY CAPABLE 5.00	PRESENTLY CAPABLE 6.00	ROW TOTAL
	-0	3 100.0 75.0 5.9	0 0 0 0	0 0 0 0	0 0 0 0	0 0 0 0	3 5.9
NEVER	4.00	1 25.0 25.0 2.0	0 0 0 0	0 0 0 0	0 0 0 0	3 75.0 11.1 5.9	4 7.8
OCASIONALLY	5.00	0 0 0 0	0 0 0 0	2 8.3 33.3 3.9	5 20.8 41.7 9.8	17 70.8 63.0 33.3	24 47.1
FREQUENTLY	6.00	0 0 0 0	2 10.0 100.0 3.9	4 20.0 66.7 7.8	7 35.0 58.3 13.7	7 35.0 25.9 13.7	20 39.2
	COLUMN TOTAL	4 7.8	2 3.9	6 11.8	12 23.5	27 52.9	51 100.0

NUMBER OF MISSING OBSERVATIONS = 17

The students in bilingual class respond better to me when I am more authoritarian.

(F085.2% N14.9%)

Section Rank 50
Overall Rank 229

X109	Y109	NEED HELP 0	2.00	WOULD LIKE HELP 3.00	PROBABLY CAPABLE 5.00	PRESENTLY CAPABLE 6.00	ROW TOTAL
NEVER	4.00	1 12.5 50.0 1.9	0 0 0 0	0 0 0 0	4 50.0 21.1 7.4	3 37.5 12.0 5.6	8 14.8
OCASIONALLY	5.00	1 4.0 50.0 1.9	1 4.0 33.3 1.9	3 12.0 60.0 5.6	10 40.0 52.6 18.5	10 40.0 40.0 18.5	25 46.3
FREQUENTLY	6.00	0 0 0 0	2 9.5 66.7 3.7	2 9.5 40.0 3.7	5 23.8 26.3 9.3	12 57.1 48.0 22.2	21 38.9
COLUMN TOTAL		2 3.7	3 5.6	5 9.3	19 35.2	25 46.3	54 100.0

NUMBER OF MISSING OBSERVATIONS = 14

Bilingual students seem less inhibited than English speaking students.

(F085.5% N14.6%)

Section Rank 51
Overall Rank 230

X215	Y215	NEED HELP -0	2.00	WOULD LIKE HELP 3.00	PROBABLY CAPABLE 5.00	PRESENTLY CAPABLE 6.00	ROW TOTAL
	-0	1 100.0 25.0 2.1	0 0 0 0	0 0 0 0	0 0 0 0	0 0 0 0	1 2.1
NEVER	4.00	1 16.7 25.0 2.1	1 16.7 33.3 2.1	1 16.7 25.0 2.1	2 33.3 9.5 4.2	1 16.7 6.3 2.1	6 12.5
OCASIONALLY	5.00	1 3.8 25.0 2.1	1 3.8 33.3 2.1	2 7.7 50.0 4.2	14 53.8 66.7 29.2	8 30.8 50.0 16.7	26 54.2
FREQUENTLY	6.00	1 6.7 25.0 2.1	1 6.7 33.3 2.1	1 6.7 25.0 2.1	5 33.3 23.8 10.4	7 46.7 43.8 14.6	15 31.3
COLUMN TOTAL		4 8.3	3 6.3	4 8.3	21 43.8	16 33.3	48 100.0

NUMBER OF MISSING OBSERVATIONS = 20

I find quite a difference in behavior between the girls and the boys in my mathematics classes.

(F073.9% N11.9%)

Section Rank 52
Overall Rank 233

X234	Y234	NEED HELP -0	NEED HELP 2.00	WOULD LIKE HELP 3.00	PROBABLY CAPABLE 5.00	PRESENTLY CAPABLE 6.00	ROW TOTAL
-0	COUNT	3	0	0	0	1	4
	ROW PCT	75.0	0	0	0	25.0	9.5
	COL PCT	60.0	0	0	0	4.5	
	TOT PCT	7.1	0	0	0	2.4	
NEVER 4.00	COUNT	1	0	0	0	6	7
	ROW PCT	14.3	0	0	0	85.7	16.7
	COL PCT	20.0	0	0	0	27.3	
	TOT PCT	2.4	0	0	0	14.3	
OCASIONALLY 5.00	COUNT	0	0	1	6	6	13
	ROW PCT	0	0	7.7	46.2	46.2	31.0
	COL PCT	0	0	33.3	60.0	27.3	
	TOT PCT	0	0	2.4	14.3	14.3	
FREQUENTLY 6.00	COUNT	1	2	2	4	9	18
	ROW PCT	5.6	11.1	11.1	22.2	50.0	42.9
	COL PCT	20.0	100.0	66.7	40.0	40.9	
	TOT PCT	2.4	4.8	4.8	9.5	21.4	
	COLUMN TOTAL	5	2	3	10	22	42
		11.9	4.8	7.1	23.8	52.4	100.0

NUMBER OF MISSING OBSERVATIONS = 26

Things that work: All manner of games work very well. Highly structured spelling and grammar drills also seem effective. Reading in turn and specific questioning gives good results.

(F091.4% N6.8%)

Section Rank 53
Overall Rank 235

X233	Y233	NEED HELP -0	NEED HELP 2.00	WOULD LIKE HELP 3.00	PROBABLY CAPABLE 5.00	PRESENTLY CAPABLE 6.00	ROW TOTAL
-0	COUNT	1	0	0	0	0	1
	ROW PCT	100.0	0	0	0	0	1.7
	COL PCT	14.3	0	0	0	0	
	TOT PCT	1.7	0	0	0	0	
NEVER 4.00	COUNT	2	1	0	0	1	4
	ROW PCT	50.0	25.0	0	0	25.0	6.9
	COL PCT	28.6	50.0	0	0	2.7	
	TOT PCT	3.4	1.7	0	0	1.7	
OCASIONALLY 5.00	COUNT	2	0	2	4	4	12
	ROW PCT	16.7	0	16.7	33.3	33.3	20.7
	COL PCT	28.6	0	100.0	40.0	10.8	
	TOT PCT	3.4	0	3.4	6.9	6.9	
FREQUENTLY 6.00	COUNT	2	1	0	6	32	41
	ROW PCT	4.9	2.4	0	14.6	78.0	70.7
	COL PCT	28.6	50.0	0	60.0	86.5	
	TOT PCT	3.4	1.7	0	10.3	55.2	
	COLUMN TOTAL	7	2	2	10	37	58
		12.1	3.4	3.4	17.2	63.8	100.0

NUMBER OF MISSING OBSERVATIONS = 10

The girls are well-mannered, hard-working and interested.

(F091.5% N6.4%)

Section Rank 54
Overall Rank 236

X235	Y235 -0 NEED HELP	2.00 WOULD LIKE HELP	3.00 PROBABLY CAPABLE	5.00 PRESENTLY CAPABLE	6.00	ROW TOTAL
-0	4	0	0	0	0	4
	100.0	0	0	0	0	8.5
	57.1	0	0	0	0	
	8.5	0	0	0	0	
5.00 OCASIONALLY	2	1	2	6	10	21
	9.5	4.8	9.5	28.6	47.6	44.7
	28.6	100.0	100.0	54.5	38.5	
	4.3	2.1	4.3	12.8	21.3	
6.00 FREQUENTLY	1	0	0	5	16	22
	4.5	0	0	22.7	72.7	46.8
	14.3	0	0	45.5	61.5	
	2.1	0	0	10.6	34.0	
COLUMN TOTAL	7	1	2	11	26	47
	14.9	2.1	4.3	23.4	55.3	100.0

NUMBER OF MISSING OBSERVATIONS = 21

A few Spanish speaking students will seek help in homework assignments during a study period where the subject teacher is available. These are the ones who are anxious to learn and do well scholastically.

(F089.2% N5.4%)

Section Rank 55
Overall Rank 237

X229	Y229 0 NEED HELP	2.00 WOULD LIKE HELP	3.00 PROBABLY CAPABLE	5.00 PRESENTLY CAPABLE	6.00	ROW TOTAL
0	2	0	0	0	1	3
	66.7	0	0	0	33.3	8.1
	50.0	0	0	0	4.2	
	5.4	0	0	0	2.7	
4.00 NEVER	1	0	0	0	0	1
	100.0	0	0	0	0	2.7
	25.0	0	0	0	0	
	2.7	0	0	0	0	
5.00 OCASIONALLY	1	0	1	6	11	19
	5.3	0	5.3	31.6	57.9	51.4
	25.0	0	100.0	85.7	45.8	
	2.7	0	2.7	16.2	29.7	
6.00 FREQUENTLY	0	1	0	1	12	14
	0	7.1	0	7.1	85.7	37.8
	0	100.0	0	14.3	50.0	
	0	2.7	0	2.7	32.4	
COLUMN TOTAL	4	1	1	7	24	37
	10.8	2.7	2.7	18.9	64.9	100.0

NUMBER OF MISSING OBSERVATIONS = 31

Several students of Spanish origin in the seventh grade reading program are alert and responsive. They listen well to vocabulary discussions and test favorably. Their marks are in the A-B category.

(F091.6% N2.8%)

Section Rank 56
Overall Rank 239

X240	Y240 -0	NEED HELP 2.00	PROBABLY CAPABLE 5.00	PRESENTLY CAPABLE 6.00	ROW TOTAL
-0	1 100.0 33.3 2.8	0 0.0 0.0	0 0.0 0.0	0 0.0 0.0	1 2.8
4.00 NEVER	1 50.0 33.3 2.8	0 0.0 0.0	1 50.0 7.1 2.8	0 0.0 0.0	2 5.6
5.00 OCASIONALLY	1 5.9 33.3 2.8	0 0.0 0.0	6 35.3 42.9 16.7	10 58.8 55.6 27.8	17 47.2
6.00 FREQUENTLY	0 0.0 0.0 0.0	1 6.3 100.0 2.8	7 43.8 50.0 19.4	8 50.0 44.4 22.2	16 44.4
COLUMN TOTAL	3 8.3	1 2.8	14 38.9	18 50.0	36 100.0

NUMBER OF MISSING OBSERVATIONS = 32

Consultant Analysis

The fourth category includes the statements about cultural values and cultural background (including the language) of the Puerto Rican families and children which can differentiated from class attitudes and values.

Of the 106 statements in this category, 50 are related to language and the language barrier. The statements illustrate the lack of clarity of the objectives and goals of what has been -- in our estimation -- so inaptly called "bilingual education." The objectives and goals are not only ambigiously perceived but they reflect and lead to an overall ambivalence. (See #'s 044, 083, 091, 093, 116) The reactions of the teachers to the language barrier covers the whole spectrum from some sympathy and comprehension of the dynamics of the language barrier --

> The children seem to feel more comfortable in speaking their native language. ("most significant in the classroom as well as on the playground"). Much of this reflects back on the parents. Mom and Dad have a very limited "English" vocabulary, are a little insecure when almost forced to speak in English. Therefore, I find that when these little Spanish people are relating to Mom and Dad, they do so in Spanish. (082)

-- to extreme intolerance --

> Communication between students in Spanish should be forbidden in class. A non-speaking teacher cannot tell when foul language is being used. This should be a rule to come from administration with a suitable directive. (209)

The following item provides an extraordinary specimen of the confusion that some teachers must have:

> Frustrating: It is physically impossible to teach each child all the things he is supposed to be learning. So where do we draw the line? Do we emphasize ESL, concentrate on Spanish reading or maybe it would be wise to fit in arithmetic. However, do you teach it in English or Spanish (assuming the child knows numbers in English)? (091)

The Holyoke teachers appear to be trapped in this dilemma. Although it is not clear if all the Holyoke schools have or do not have a bilingual education program (it seems some schools do and others do not), the result is the same. Those that have a bilingual program appear as confused in their expectations as those that do not have bilingual programs. Consequently, the bilingual program breeds a negative evaluation:

> The program completely ignores the Spanish child allowing him less chance to learn English through exposure to the language. (093)

The teachers' statements point out the need to define more clearly the objectives of the bilingual program. The confusion, anxieties, and frustrations of the teachers are to be expected when a dominant monolingual group (the teachers and school staff) interacts with a subordinate monolingual group (the students in the bilingual program and their parents). Are the efforts toward establishing a <u>bicultural</u> and <u>bilingual</u> educational system truly geared to the existence of a <u>multicultural</u> or a <u>culturally pluralistic situation</u>, or are the efforts simply directed toward the conversion of <u>monolinguals</u> (be it Spanish, Italian, Japanese, or any other language into <u>monolinguals</u> (namely, speakers of the American version of the

English language)? The answer to this complex and most difficult question can not be expected from the teachers alone. It has to come from the community as a whole. It is a major policy decision which can (or should) affect all members of the society. At present, the route chosen by most programs does not impinge upon the lives of most sectors of the community, but we believe this is precisely its Achilles heel. So far, the "problem" (or solution) of bilingualism has been seen as related to the so-called minorities (Black, Chicano, Puerto Rican, American Indian, etc.), while in our thinking it is a major decision or choice which the American people (i.e., "Anglo" majority) must face.

Other statements reflect the lack of comprehension of cultural norms and values of the Puerto Rican community Holyoke and a general tendency to consider that Anglo cultural values should be incorporated by the children:

> Parents are first generation, often major relatives in Puerto Rico, life revolves around home, friends, family here and Puerto Rico. Little or no interaction with community. (014)
>
> Students feel that they are not Americans, feel alienated, different. Do not see themselves as part of the mainstream. A strong sense of ethnic identity. (018)
>
> Many children are deeply and emotionally involved with their families at such a young age that it affects their work. (194)
>
> They are not good independent workers. They have to get help from their peers, getting up, moving around, etc. (200)

In the above statements, several positive aspects of Puerto Rican cultural values among children and parents are considered negative by the teachers. The teachers seem to be unaware that they too could learn something from another culture, especially family and peer solidarity, and the sense of community that exists among Puerto Ricans. Cultural values and norms have to be understood within the context of the marginality of Puerto Ricans from the mainstream of American life.

Elaboration and Conclusion

The consultants divided the 106 teacher statements contained in this section into two categories, 1) language and 2) cultural norms and values. How do teachers respond to the question of language proficiency? While it was shown through Instrument #2 that "The opportunity (for the teacher) to learn more Spanish" ranked 32nd in a list of 48 needs, it must be remembered that 5 teachers from the sample are native Puerto Ricans, and that a total of 27 teachers already consider themselves to be bilingual. Therefore, only 41 teachers would be likely to respond to "The opportunity to learn more Spanish" as an important need. Appendix C (Item #32) shows that 19 teachers responded to the need for further training in Spanish as "most important" to their classroom performance, and 16 additional teachers checked this item to be of "moderate importance." Therefore, 35 of 41 teachers who would likely express need have noted the importance of increasing their language proficiency. Teachers express much concern, also, for the language proficiency of the student. While they are spread evenly between those who think that over 90% of the children can effectively communicate in English and those who think that only 1-29% of the students can communicate effectively, (see p. 34), there is a strong concern that the students learn English. The item most relevant to the student's language proficiency (Instrument #3) ranked 11th in the overall ranking, and caused 74.3% of the teachers to respond that they require help:

> Spanish students who have not been in bilingual class at all have language barriers which vary in their severity. For example: Two boys in my second period class began school in America in grade two. As a grade two. As a result of the fact that they spoke no English, they were not taught to read. By fifth grade they knew

> English, but it was too late to catch up with the others. Now in grade seven they read almost no English and entirely no Spanish. (212)

Over two-thirds (2/3) of the teachers claim that Spanish-speaking children are not learning enough English in kindergarten (Item #155 ranked 20th in the overall ranking - Instrument #3).

When the issue of language is placed within the context of cultural norms and values (the consultant's second division in this section), one important ambiguous problem in Holyoke becomes clearly focused. The consultants have observed that among the statements included in this section there is a "general tendency to consider that Anglo cultural values should be incorporated by the children." But, upon first analysis, and throughout everyday conversations with teachers, it appears that "everybody" in Holyoke speaks favorably of cultural differences and of cultural tolerance. Moreover, the interviews consistently found that "a majority" of people agree that Spanish-speaking children should be taught (if only for a period of two-three years) <u>in their own language</u>, so that they do not fall behind academically. Why, then, do the consultants speak about "the lack of comprehension of cultural norms and values of the Puerto Rican community of Holyoke," on the one hand, and "a general tendency to consider that Anglo cultural values should be incorporated by the children," on the other? This matter requires further elaboration.

What do teachers talk about when they discuss cultural matters? The answer must be given in the form of a continuum, since there is a wide spread of definitions for "culture" and "cultural tolerance." It is not possible, at this point, to establish hard statistical data which place each Holyoke teacher somewhere on this continuum, but

there are two major groupings of teachers among the present teacher population -- used here merely to establish the ends of the continuum. On the one hand, there are the Anglo teachers (Profile #1), whose interviews contained large segments concerning culture. Through such programs as "culture days" and "cultural fairs" this group of teachers explained in detail how they have sought to communicate to the Puerto Rican children that Anglo people are interested in what the Puerto Ricans have to offer through their differing eating habits, styles of dress, their love for song and dance, and their decorations. These teachers often take pride in the fact that they would never force Puerto Ricans to eat mayonnaise, if the Puerto Ricans did not like it, nor would they force Anglo clothing styles on the Puerto Rican community, if they had other preferences. As one teacher phrased it, "We have respect for everybody's culture!"

On the other end of the continuum, the native Puerto Rican teachers (Profile #3) also talked about culture, but the topics they discussed were quite different from the first group. Large segments of their interviews were devoted to cultural differences as they manifest themselves in patterns of authority, modes of behavior, the economic viability of living in one place, familial organization, how discipline works in the parent-child relations, and so forth. There was no substantial mention of food or clothing. This group of teachers described in detail how they had made contact with parents, explained various programs to them, and gained their cooperation. These teachers described how they approached a particular father, explained to him that they were having discipline problems with his children, and they noted how the father's cooperation had made a difference with the children.

These teachers also explained why some other teachers were having trouble gaining the cooperation of the children, and why, for example, such strategies as detention only serve to infuriate the parents and the children.

The above continuum suggests that current definitions of "culture" and "cultural understanding" are quite ambiguous in Holyoke. While two people use the word culture, they may, upon further investigation, be talking right past each other. It is appropriate, to be sure, to speak of cultural differences as they relate to one's preference or dislike of particular foods, but setting up an instructional process suitable to the education of children from differing socio-economic backgrounds, however, requires more elaborate skill and appreciation. The instructional process -- as teachers have consistently noted throughout this study -- involved the teacher's knowledge of such matters as how to discipline children, how to approach families in a way that gains their cooperation, how to develop programs suitable to cultural backgrounds, and what attitudes to take on the socio-economic conditions of the children they teach. The needs of teachers are quite varied at this point, but it is safe to conclude that in the absence of building up "cultural understanding," incoming teachers will have strikingly varied abilities to deal with the children and parents on their own terms.

Description of Teacher Needs

5. Class and Culture - No Differentiation

This section includes the statements in which the relationship betweeen class and culture is so strong that it is difficult to differentiate one from the other.

What Teachers Expect

It is normally expected that the home and the school work together toward the advancement of the child — the school providing the home with clear statements of its goals and programs, and the home providing the school with positive reinforcement to the children.

Cooperation between the home and school requires the maintenance of a healthy communication between the two.

The most interested parents are those who cooperate with the school at a variety of levels:

1) making sure that their children attend school without interruption,

2) making sure that they send their children to school properly dressed for Massachusetts winters,

3) answering the teacher's notes,

4) following through on teacher-parent conferences,

5) working through school officials to arrange for all visits to the classroom,

6) limiting visits to the school to specific reasons -- to see the teachers to discuss some program or problem,

7) preparing their children for the schooling experience,

8) helping children with homework,

9) providing positive reinforcement in the home for all phases of the school program.

When parents do get involved with their children's school environment, they should follow the accepted methods, such as telephone calls and PTA meetings.

The normal family has a phone and one parent at home to answer problems (e.g., accidents) that school personnel may have during the day.

There are certain limits to the involvement of parents in the school. For example, the school is no place for settling family fights.

Students should exhibit in their school work initiative and motivation toward some of the basic skills intrinsic to obtaining any type of employment in late adolsence and adulthood.

Children are expected to be hard-working. They are expected to exhibit an interest in the work given them, and a desire to complete it successfully.

Students are expected to display a certain degree of self control (or inhibition) comparable to that of other (English-speaking) students.

<u>What Teachers Report</u> -- No Differentiation Between Class and Culture

Some children could use a lot of extra help at home but don't get it.

(F094.3% N75.0%

Section Rank 1
Overall Rank 8

X078	Y078 -1	2.00	3.00	5.00	6.00	ROW TOTAL
	NEED HELP	WOULD LIKE HELP	PROBABLY CAPABLE	PRESENTLY CAPABLE		
-1	0	0	1	0	0	1
	0.0	0.0	100.0	0.0	0.0	1.9
	0.0	0.0	4.2	0.0	0.0	
	0.0	0.0	1.9	0.0	0.0	
4.00 NEVER	1	0	0	0	1	2
	50.0	0.0	0.0	0.0	50.0	3.8
	100.0	0.0	0.0	0.0	25.0	
	1.9	0.0	0.0	0.0	1.9	
5.00 OCASIONALLY	0	0	5	5	1	11
	0.0	0.0	45.5	45.5	9.1	21.2
	0.0	0.0	20.8	62.5	25.0	
	0.0	0.0	9.6	9.6	1.9	
6.00 FREQUENTLY	0	15	18	3	2	38
	0.0	39.5	47.4	7.9	5.3	73.1
	0.0	100.0	75.0	37.5	50.0	
	0.0	28.8	34.6	5.8	3.8	
COLUMN TOTAL	1	15	24	8	4	52
	1.9	28.8	46.2	15.4	7.7	100.0

NUMBER OF MISSING OBSERVATIONS = 16

There doesn't seem to be healthy communication between home and school.

(F088.2% N69.5%)

Section Rank 2
Overall Rank 19

X199	Y199 -1	2.00	3.00	5.00	6.00	ROW TOTAL
	NEED HELP	WOULD LIKE HELP	PROBABLY CAPABLE	PRESENTLY CAPABLE		
4.00 NEVER	1	1	2	0	3	7
	14.3	14.3	28.6	0.0	42.9	11.9
	100.0	6.7	7.7	0.0	27.3	
	1.7	1.7	3.4	0.0	5.1	
5.00 OCASIONALLY	0	1	12	4	7	24
	0.0	4.2	50.0	16.7	29.2	40.7
	0.0	6.7	46.2	66.7	63.6	
	0.0	1.7	20.3	6.8	11.9	
6.00 FREQUENTLY	0	13	12	2	1	28
	0.0	46.4	42.9	7.1	3.6	47.5
	0.0	86.7	46.2	33.3	9.1	
	0.0	22.0	20.3	3.4	1.7	
COLUMN TOTAL	1	15	26	6	11	59
	1.7	25.4	44.1	10.2	18.6	100.0

NUMBER OF MISSING OBSERVATIONS = 9

The Spanish-speaking children show little or no initiative in learning any of the basic skills intrinsic to obtaining any type employment in either late adolesence or adulthood.

(F087.5% N68.8%)

Section Rank 3
Overall Rank 21

X189	Y189	NEED HEL P	WOULD LI KE HELP	PROBABLY CAPABLE	PRESENTL Y CAPABL	ROW TOTAL
		-0	2.00	3.00	5.00	6.00
	-0	1	0	0	0	1
		100.0	0	0	0	2.1
		25.0	0	0	0	
		2.1	0	0	0	
NEVER	4.00	2	0	0	1	2
		40.0	0	0	20.0	40.0	10.4
		50.0	0	0	25.0	28.6
		4.2	0	0	2.1	4.2
OCASIONALLY	5.00	1	2	15	3	4	25
		4.0	8.0	60.0	12.0	16.0	52.1
		25.0	25.0	60.0	75.0	57.1
		2.1	4.2	31.3	6.3	8.3
FREQUENTLY	6.00	0	6	10	0	1	17
		0	35.3	58.8	0	5.9	35.4
		0	75.0	40.0	0	14.3
		0	12.5	20.8	0	2.1
COLUMN TOTAL		4	8	25	4	7	48
		8.3	16.7	52.1	8.3	14.6	100.0

NUMBER OF MISSING OBSERVATIONS = 20

Many parents are illiterate. They would like to help but they cannot.

(F092.2% N68.7%)

Section Rank 4
Overall Rank 22

X156	Y156	NEED HEL P	WOULD LI KE HELP	PROBABLY CAPABLE	PRESENTL Y CAPABL	ROW TOTAL
		-0	2.00	3.00	5.00	6.00
	-0	2	0	0	0	0	2
		100.0	0	0	0	0	3.9
		66.7	0	0	0	0
		3.9	0	0	0	0
NEVER	4.00	1	0	0	1	0	2
		50.0	0	0	50.0	0	3.9
		33.3	0	0	100.0	0
		2.0	0	0	2.0	0
OCASIONALLY	5.00	0	4	12	8	2	26
		0	15.4	46.2	30.8	7.7	51.0
		0	28.6	57.1	80.0	66.7
		0	7.8	23.5	15.7	3.9
FREQUENTLY	6.00	0	10	9	1	1	21
		0	47.6	42.9	4.8	4.8	41.2
		0	71.4	42.9	100.0	33.3
		0	19.6	17.6	2.0	2.0
COLUMN TOTAL		3	14	21	10	3	51
		5.9	27.5	41.2	19.6	5.9	100.0

NUMBER OF MISSING OBSERVATIONS = 17

Because of the language barrier and phone-less homes I felt frustration in not being able to reach bilingual parents for problem children.

(F092.3% N63.5%)

Section Rank 5
Overall Rank 33

X220	Y220	NEED HELP -0	NEED HELP 2.00	WOULD LIKE HELP 3.00	PROBABLY CAPABLE 5.00	PRESENTLY CAPABL 6.00	ROW TOTAL
NEVER	4.00	1	0	1	0	2	4
		25.0	0	25.0	0	50.0	7.7
		100.0	0	5.0	0	18.2	
		1.9	0	1.9	0	3.8	
OCASIONALLY	5.00	0	4	11	5	3	23
		0	17.4	47.8	21.7	13.0	44.2
		0	30.8	55.0	71.4	27.3	
		0	7.7	21.2	9.6	5.8	
FREQUENTLY	6.00	0	9	8	2	6	25
		0	36.0	32.0	8.0	24.0	48.1
		0	69.2	40.0	28.6	54.5	
		0	17.3	15.4	3.8	11.5	
COLUMN TOTAL		1	13	20	7	11	52
		1.9	25.0	38.5	13.5	21.2	100.0

NUMBER OF MISSING OBSERVATIONS = 16

I would like more parental support for the children's academic work.

(F098.2% N62.5%)

Section Rank 6
Overall Rank 36

X142	Y142	NEED HELP -0	NEED HELP 2.00	WOULD LIKE HELP 3.00	PROBABLY CAPABLE 5.00	PRESENTLY CAPABL 6.00	ROW TOTAL
	-0	1	0	0	0	0	1
		100.0	0	0	0	0	1.8
		25.0	0	0	0	0	
		1.8	0	0	0	0	
OCASIONALLY	5.00	2	0	5	10	3	20
		10.0	0	25.0	50.0	15.0	35.7
		50.0	0	22.7	83.3	60.0	
		3.6	0	8.9	17.9	5.4	
FREQUENTLY	6.00	1	13	17	2	2	35
		2.9	37.1	48.6	5.7	5.7	62.5
		25.0	100.0	77.3	16.7	40.0	
		1.8	23.2	30.4	3.6	3.6	
COLUMN TOTAL		4	13	22	12	5	56
		7.1	23.2	39.3	21.4	8.9	100.0

NUMBER OF MISSING OBSERVATIONS = 12

Frequent absenteeism for illegitimate reasons slows down learning process, e.g. babysitting.

(F096.4% N62.5%)

Section Rank 7
Overall Rank 37

X202	Y202	0	2.00	3.00	5.00	6.00	ROW TOTAL
NEVER	4.00	1 100.0 25.0 1.8	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	1 1.8
OCASIONALLY	5.00	1 4.5 25.0 1.8	1 4.5 9.1 1.8	7 31.8 29.2 12.5	9 40.9 69.2 16.1	4 18.2 100.0 7.1	22 39.3
FREQUENTLY	6.00	1 3.1 25.0 1.8	10 31.3 90.9 17.9	17 53.1 70.8 30.4	4 12.5 30.8 7.1	0 0 0 0	32 57.1
COLUMN TOTAL		4 7.1	11 19.6	24 42.9	13 23.2	4 7.1	56 100.0

NUMBER OF MISSING OBSERVATIONS = 12

Some children constantly miss school because their mothers keep them home to babysit.

(F087.0% N61.1%)

Section Rank 8
Overall Rank 47

X103	Y103	0	2.00	3.00	5.00	6.00	ROW TOTAL
NEVER	4.00	2 28.6 100.0 3.7	1 14.3 8.3 1.9	2 28.6 9.5 3.7	2 28.6 18.2 3.7	0 0 0 0	7 13.0
OCASIONALLY	5.00	0 0 0 0	0 0 0 0	14 51.9 66.7 25.9	6 22.2 54.5 11.1	7 25.9 87.5 13.0	27 50.0
FREQUENTLY	6.00	0 0 0 0	11 55.0 52.4 20.4	5 25.0 23.8 9.3	3 15.0 27.3 5.6	1 5.0 12.5 1.9	20 37.0
COLUMN TOTAL		2 3.7	12 22.2	21 38.9	11 20.4	8 14.8	54 100.0

NUMBER OF MISSING OBSERVATIONS = 14

Older Children are <u>made</u> to stay home to watch the children of clean the house.

(F094.1% N60.8%)

Section Rank 9
Overall Rank 49

X157	Y157 NEED HELP -.00	2.00	WOULD LIKE HELP 3.00	PROBABLY CAPABLE 5.00	PRESENTLY CAPABLE 6.00	ROW TOTAL
NEVER 4.00	1 33.3 50.0 2.6	0 0 0 0	1 33.3 5.6 2.6	1 33.3 9.1 2.6	0 0 0 0	3 5.9
OCASIONALLY 5.00	1 3.3 50.0 2.6	3 10.0 27.1 7.9	12 40.0 66.7 23.5	8 26.7 72.7 15.7	6 20.0 85.7 11.8	30 58.8
FREQUENTLY 6.00	0 0 0 0	1 5.6 76.9 19.6	5 27.8 27.8 9.8	2 11.1 18.2 3.9	1 5.6 14.3 2.0	18 35.3
COLUMN TOTAL	2 3.9	13 25.5	18 35.3	11 21.6	7 13.7	51 100.0

NUMBER OF MISSING OBSERVATIONS = 17

Motivation for academic success lacking as is not reinforced in home. No adult modeling available.

(Fo100.0% N60.7%)

Section Rank 10
Overall Rank 50

X011	Y011 NEED HELP -.00	2.00	WOULD LIKE HELP 3.00	PROBABLY CAPABLE 5.00	PRESENTLY CAPABLE 6.00	ROW TOTAL
OCASIONALLY 5.00	1 6.3 50.0 1.8	1 6.3 7.7 1.8	8 50.0 36.4 14.3	4 25.0 30.8 7.1	2 12.5 28.6 3.6	16 28.6
FREQUENTLY 6.00	1 2.5 50.0 1.8	12 30.0 92.3 21.4	13 32.5 63.4 23.2	9 22.5 69.2 16.1	5 12.5 71.4 8.9	40 71.4
COLUMN TOTAL	2 3.6	13 23.2	21 37.5	13 23.2	7 12.5	56 100.0

NUMBER OF MISSING OBSERVATIONS = 12

Children are absent too much for other reasons than sickness. Sometimes, apparently, their parents don't send them to school because others are sick and don't see any reason for sending them alone to school. Children move a lot from one place to another and from one city to another. Parents are not particularly interested in their children's education and don't take part in the process. (Examples: visits to the teacher, don't answer notes the teacher writes.)

(F087.5% N58.9%)
Section Rank 11
Overall Rank 55

X045	Y045	NEED HELP (-0)	NEED HELP (2.00)	WOULD LIKE HELP (3.00)	PROBABLY CAPABLE (5.00)	PRESENTLY CAPABLE (6.00)	ROW TOTAL
	-0	1 100.0 25.0 1.8	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	1 1.8
NEVER	4.00	2 33.3 50.0 3.6	1 16.7 6.7 1.8	2 33.3 11.1 3.6	0 0.0 0.0 0.0	1 16.7 12.5 1.8	6 10.7
OCASIONALLY	5.00	0 0.0 0.0 0.0	2 7.7 13.3 3.6	10 38.5 55.6 17.9	7 26.9 63.6 12.5	7 26.9 87.5 12.5	26 46.4
FREQUENTLY	6.00	1 4.3 25.0 1.8	12 52.2 80.0 21.4	6 26.1 33.3 10.7	4 17.4 36.4 7.1	0 0.0 0.0 0.0	23 41.1
COLUMN		4	15	18	11	8	56

The unconcerned parent: the fact that many low class peoples do not care that much for education affects the attitude of the child. It seems there is a high percentage of children who just don't care. I think this happens all over, and not just in the Spanish community, but the percentage is definitely higher in the city school.

(F096.4% N55.4)

Section Rank 12
Overall Rank 70

X055	Y055	NEED HELP (-0)	NEED HELP (2.00)	WOULD LIKE HELP (3.00)	PROBABLY CAPABLE (5.00)	PRESENTLY CAPABLE (6.00)	ROW TOTAL
	-0	1 100.0 25.0 1.8	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	1 1.8
NEVER	4.00	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	1 100.0 9.1 1.8	1 1.8
OCASIONALLY	5.00	1 4.8 25.0 1.8	0 0.0 0.0 0.0	9 42.9 42.9 16.1	6 28.6 60.0 10.7	5 23.8 45.5 8.9	21 37.5
FREQUENTLY	6.00	2 6.1 50.0 3.6	10 30.3 100.0 17.9	12 36.4 57.1 21.4	4 12.1 40.0 7.1	5 15.2 45.5 8.9	33 58.9
COLUMN TOTAL		4 7.1	10 17.9	21 37.5	10 17.9	11 19.6	56 100.0

NUMBER OF MISSING OBSERVATIONS = 12

Spanish-speaking parents frequently keep their children out of school for minor reasons. They have little regard for regular attendance.

(F093.6% N55.3%)

Section Rank 13
Overall Rank 71

X138	Y138 COUNT / ROW PCT / COL PCT / TOT PCT	NEED HELP 2.00	WOULD LIKE HELP 3.00	PROBABLY CAPABLE 5.00	PRESENTLY CAPABLE 6.00	ROW TOTAL
NEVER	4.00	1 33.3 50.0 2.1	0 0 0 0	1 33.3 5.9 2.1	0 0 0 0	1 33.3 11.1 2.1
OCASIONALLY	5.00	0 0 0 0	1 5.6 11.1 2.1	6 33.3 35.3 12.8	6 33.3 60.0 12.8	5 27.8 55.6 10.6
FREQUENTLY	6.00	1 3.8 50.0 2.1	8 30.8 88.9 17.0	10 38.5 58.8 21.3	4 15.4 40.0 8.5	3 11.5 33.3 6.4
	COLUMN TOTAL	2 4.3	9 19.1	17 36.2	10 21.3	9 19.1

X138	Y138 COUNT / ROW PCT / COL PCT / TOT PCT	ROW TOTAL
NEVER	4.00	3 6.4
OCASIONALLY	5.00	18 38.3
FREQUENTLY	6.00	26 55.3
	COLUMN TOTAL	47 100.0

NUMBER OF MISSING OBSERVATIONS = 21

There seems to be a general lack of interest among the Spanish parents in their children's school work. What can be done to interest the parents in their children's work?

(F081.1% N53.5%)

Section Rank 14
Overall Rank 77

X069	Y069 COUNT / ROW PCT / COL PCT / TOT PCT	NEED HELP 2.00	WOULD LIKE HELP 3.00	PROBABLY CAPABLE 5.00	PRESENTLY CAPABLE 6.00	ROW TOTAL
NEVER	4.00	7 87.5 70.0 12.1	0 0 0 0	0 0 0 0	1 12.5 10.0 1.7	0 0 0 0
OCASIONALLY	5.00	0 0 0 0	0 0 0 0	0 0 0 0	2 66.7 20.0 3.4	1 33.3 14.3 1.7
FREQUENTLY	6.00	2 7.4 20.0 3.4	3 11.1 37.5 5.2	13 48.1 56.5 22.4	5 18.5 50.0 8.6	4 14.8 57.1 6.9
	COLUMN TOTAL	1 5.0 10.0 1.7	5 25.0 62.5 8.6	10 50.0 43.5 17.2	2 10.0 20.0 3.4	2 10.0 28.6 3.4
	COLUMN TOTAL	10 17.2	8 13.8	23 39.7	10 17.2	7 12.1

X069	Y069 COUNT / ROW PCT / COL PCT / TOT PCT	ROW TOTAL
NEVER	4.00	8 13.8
OCASIONALLY	5.00	3 5.2
FREQUENTLY	6.00	27 46.6
	COLUMN TOTAL	20 34.5
	COLUMN TOTAL	58 100.0

NUMBER OF MISSING OBSERVATIONS = 10

Frequent absences, resulting in less work being accomplished by the teacher. You cannot help the child if he is never there. Then when you retain him after school to do some catching up, the parent comes down on you.

(F084.9% N52.8%)

Section Rank 15
Overall Rank 82

X135	Y135	NEED HEL P -0	NEED HEL P 2.00	WOULD LI KE HELP 3.00	PROBABLY CAPABLE 5.00	PRESENTL Y CAPABL 6.00	ROW TOTAL
NEVER 4.00	COUNT	1	2	1	2	2	8
	ROW PCT	12.5	25.0	12.5	25.0	25.0	15.1
	COL PCT	100.0	25.0	5.0	20.0	14.3	
	TOT PCT	1.9	3.8	1.9	3.8	3.8	
OCASIONALLY 5.00	COUNT	0	1	13	7	8	29
	ROW PCT	0.0	3.4	44.8	24.1	27.6	54.7
	COL PCT	0.0	12.5	65.0	70.0	57.1	
	TOT PCT	0.0	1.9	24.5	13.2	15.1	
FREQUENTLY 6.00	COUNT	0	5	6	1	4	16
	ROW PCT	0.0	31.3	37.5	6.3	25.0	30.2
	COL PCT	0.0	62.5	30.0	10.0	28.6	
	TOT PCT	0.0	9.4	11.3	1.9	7.5	
COLUMN TOTAL		1	8	20	10	14	53
		1.9	15.1	37.7	18.9	26.4	100.0

NUMBER OF MISSING OBSERVATIONS = 15

Parents need to know how to dress the children correctly for Massachusetts winters.

(F096.3% N52.7%)

Section Rank 16
Overall Rank 83

X201	Y201	NEED HEL P -0	NEED HEL P 2.00	WOULD LI KE HELP 3.00	PROBABLY CAPABLE 5.00	PRESENTL Y CAPABL 6.00	ROW TOTAL
NEVER 4.00	COUNT	0	0	2	0	0	2
	ROW PCT	0.0	0.0	100.0	0.0	0.0	3.6
	COL PCT	0.0	0.0	10.5	0.0	0.0	
	TOT PCT	0.0	0.0	3.6	0.0	0.0	
OCASIONALLY 5.00	COUNT	1	0	4	12	7	24
	ROW PCT	4.2	0.0	16.7	50.0	29.2	43.6
	COL PCT	100.0	0.0	21.1	85.7	63.6	
	TOT PCT	1.8	0.0	7.3	21.8	12.7	
FREQUENTLY 6.00	COUNT	0	11	13	2	4	29
	ROW PCT	0.0	37.9	44.8	6.9	13.8	52.7
	COL PCT	0.0	100.0	68.4	14.3	36.4	
	TOT PCT	0.0	20.0	23.6	3.6	7.3	
COLUMN TOTAL		1	11	19	14	11	55
		1.8	20.0	34.5	25.5	20.0	100.0

NUMBER OF MISSING OBSERVATIONS = 13

Differentiation not made between those of high and low capacity for academics. All are treated with same standards and expectations. State rules for Bilingual Education need updating to learning theories.

(F074.0% N52.0%)

Section Rank 17
Overall Rank 87

X015	Y015 NEED HELP (2.00)	WOULD LIKE HELP (3.00)	PROBABLY CAPABLE (5.00)	PRESENTLY CAPABLE (6.00)	ROW TOTAL
-0	1 50.0 25.0 2.0	1 50.0 8.3 2.0	0 0 0 0	0 0 0 0	2 4.0
4.00 NEVER	1 9.1 25.0 2.0	0 0 0 0	5 45.5 35.7 10.0	4 36.4 33.3 8.0	11 22.0
5.00 OCASIONALLY	2 13.3 50.0 4.0	0 0 0 0	4 26.7 28.6 8.0	5 33.3 62.5 10.0	15 30.0
6.00 FREQUENTLY	0 0 0 0	11 50.0 91.7 22.0	5 22.7 35.7 10.0	2 9.1 25.0 4.0	22 44.0
COLUMN TOTAL	4 8.0	12 24.0	14 28.0	8 16.0	12 24.0	50 100.0

NUMBER OF MISSING OBSERVATIONS = 18

When Parent Conferences are held: parents appear shy or unwilling to initiate action, will agree to follow through then fail to on a planned course.

(F084.6% N51.9%)

Section Rank 18
Overall Rank 88

X017	Y017 NEED HELP (2.00)	WOULD LIKE HELP (3.00)	PROBABLY CAPABLE (5.00)	PRESENTLY CAPABLE (6.00)	ROW TOTAL
-0	0 0 0 0	1 100.0 5.9 1.9	0 0 0 0	0 0 0 0	1 1.9
4.00 NEVER	2 28.6 66.7 3.8	0 0 0 0	1 14.3 5.9 1.9	2 28.6 16.7 3.8	7 13.5
5.00 OCASIONALLY	1 4.3 33.3 1.9	0 0 0 0	8 34.8 47.1 15.4	7 30.4 58.3 13.5	23 44.2
6.00 FREQUENTLY	0 0 0 0	10 47.6 100.0 19.2	7 33.3 41.2 13.5	3 14.3 25.0 5.8	1 4.8 10.0 1.9	21 40.4
COLUMN TOTAL	3 5.8	10 19.2	17 32.7	12 23.1	10 19.2	52 100.0

NUMBER OF MISSING OBSERVATIONS = 16

Parents of the Spanish-speaking children show a very limited degree of interest in their children's acadmeic development. What do we atrribute this to?

(F091.1% N51.8%)

Section Rank 19
Overall Rank 90

X084	Y084	NEED HELP	WOULD LIKE HELP	PROBABLY CAPABLE	PRESENTLY CAPABLE	ROW TOTAL
	-9	1 50.0 33.3 1.8	0 0.0 0.0 0.0	0 0.0 0.0 0.0	1 50.0 12.5 1.8	2 3.6
NEVER	4.00	1 33.3 33.3 1.8	0 0.0 0.0 0.0	0 0.0 0.0 0.0	2 66.7 25.0 3.6	3 5.4
OCASIONALLY	5.00	1 4.3 33.3 1.8	0 0.0 0.0 0.0	11 47.8 45.8 19.6	10 43.5 62.5 17.9	1 4.3 12.5 1.8	23 41.1
FREQUENTLY	6.00	0 0.0 0.0 0.0	3 17.6 100.0 8.9	13 46.4 54.2 23.2	6 21.4 37.5 10.7	4 14.3 50.0 7.1	28 50.0
COLUMN TOTAL		3 5.4	5 8.9	24 42.9	16 28.6	8 14.3	56 100.0

NUMBER OF MISSING OBSERVATIONS = 12

Children do not receive positive reinforcement at home concerning their school work or desired behavior.

(Fo96.6% N50.0%)

Section Rank 20
Overall Rank 98

X056	Y056	NEED HELP	WOULD LIKE HELP	PROBABLY CAPABLE	PRESENTLY CAPABLE	ROW TOTAL
	-9	1 100.0 20.0 1.7	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	1 1.7
NEVER	4.00	0 0.0 0.0 0.0	1 100.0 11.1 1.7	0 0.0 0.0 0.0	0 0.0 0.0 0.0	1 1.7
OCASIONALLY	5.00	2 8.7 40.0 3.3	2 8.7 22.2 3.3	9 34.8 75.0 13.3	3 13.0 37.5 5.0	8 34.8 47.1 13.3	23 38.3
FREQUENTLY	6.00	2 5.7 40.0 3.3	6 17.1 66.7 10.0	13 37.1 61.9 21.7	5 14.3 62.5 8.3	9 25.7 52.9 15.0	35 58.3
COLUMN TOTAL		5 8.3	9 15.0	21 35.0	8 13.3	17 28.3	60 100.0

NUMBER OF MISSING OBSERVATIONS = 8

Motivation from within the home is virtually non-existant in most cases.

(F080.8% N50.0%)

Section Rank 21
Overall Rank 100

Y049

X049	COUNT / ROW PCT / COL PCT / TOT PCT	NEED HELP -0	NEED HELP 2.00	WOULD LIKE HELP 3.00	PROBABLY CAPABLE 5.00	PRESENTLY CAPABLE 6.00	ROW TOTAL
	-0	1 100.0 20.0 1.9	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	1 1.9
NEVER	4.00	1 11.1 20.0 1.9	0 0.0 0.0 0.0	3 33.3 16.7 5.8	2 22.2 16.7 3.8	3 33.3 33.3 5.8	9 17.3
OCASIONALLY	5.00	1 4.8 20.0 1.9	3 14.3 37.5 5.8	6 28.6 33.3 11.5	6 28.6 50.0 11.5	5 23.8 55.6 9.6	21 40.4
FREQUENTLY	6.00	2 9.5 40.0 3.8	5 23.8 62.5 9.6	9 42.9 50.0 17.3	4 19.0 33.3 7.7	1 4.8 11.1 1.9	21 40.4
	COLUMN TOTAL	5 9.6	8 15.4	18 34.6	12 23.1	9 17.3	52 100.0

NUMBER OF MISSING OBSERVATIONS = 16

Lack of respect from some parents to the teachers. Age span 9 - 14. Some children can't communicate in either language.

(F075.0% N50.0%)

Section Rank 22
Overall Rank 102

Y122

X122	COUNT / ROW PCT / COL PCT / TOT PCT	NEED HELP -0	NEED HELP 2.00	WOULD LIKE HELP 3.00	PROBABLY CAPABLE 5.00	PRESENTLY CAPABLE 6.00	ROW TOTAL
	-0	1 100.0 14.3 2.3	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	1 2.3
NEVER	4.00	1 10.0 14.3 2.3	0 0.0 0.0 0.0	2 20.0 14.3 4.5	3 30.0 33.3 6.8	4 40.0 66.7 9.1	10 22.7
OCASIONALLY	5.00	3 13.6 42.9 6.8	2 9.1 25.0 4.5	9 40.9 64.3 20.5	6 27.3 66.7 13.6	2 9.1 33.3 4.5	22 50.0
FREQUENTLY	6.00	2 18.2 28.6 4.5	6 54.5 75.0 13.6	3 27.3 21.4 6.8	0 0.0 0.0 0.0	0 0.0 0.0 0.0	11 25.0
	COLUMN TOTAL	7 15.9	8 18.2	14 31.8	9 20.5	6 13.6	44 100.0

NUMBER OF MISSING OBSERVATIONS = 24

Teachers are more often than not terribly apprehensive when Spanish-speaking parents come unannounced to their classes. Due to the language barrier and the differences in their values and mores, a liason between the school and the community should be afforded the school in the hope that a more harmonious relationship and a concerted effort be made to deal with the real important issues.

(F078.2% N47.2%)

Section Rank 23
Overall Rank 116

X190 \ Y190	-0	2.00	3.00	5.00	6.00	ROW TOTAL
-0	0	0	0	1	0	1
	0.0	0.0	0.0	100.0	0.0	1.8
	0.0	0.0	0.0	1.9	0.0	
	0.0	0.0	0.0	0.9	0.0	
4.00 NEVER	3	1	2	2	4	11
	27.3	9.1	18.2	18.2	36.4	20.8
	100.0	4.2	11.1	16.7	28.6	
	5.5	1.9	3.8	3.8	7.5	
5.00 OCASIONALLY	0	1	12	8	4	25
	0.0	4.0	48.0	32.0	16.0	47.2
	0.0	12.5	66.7	66.7	28.6	
	0.0	1.9	22.6	15.1	7.5	
6.00 FREQUENTLY	0	7	4	1	6	18
	0.0	38.9	22.2	5.6	33.3	34.0
	0.0	87.5	22.2	8.3	42.9	
	0.0	13.2	7.5	1.9	11.3	
COLUMN TOTAL	3	8	18	12	14	53
	5.5	15.1	33.9	22.6	26.4	100.0

NUMBER OF MISSING OBSERVATIONS = 13

Some parents constantly coming to school, not to see the teacher but to stand in the doorway and watch their child. This is very annoying and disrupts the class.

(F077.4% N45.3%)

Section Rank 24
Overall Rank 127

X134 \ Y134	-0	2.00	3.00	5.00	6.00	ROW TOTAL
4.00 NEVER	1	6	4	1	6	12
	8.3	50.0	33.3	8.3	50.0	22.6
	50.0	35.3	28.6	100.0	35.3	
	1.9	11.3	7.5	1.9	11.3	
5.00 OCASIONALLY	0	3	8	5	8	24
	0.0	12.5	33.3	20.8	33.3	45.3
	0.0	37.5	57.1	50.0	47.1	
	0.0	5.7	15.1	9.4	15.1	
6.00 FREQUENTLY	1	7	2	4	3	17
	5.9	41.2	11.8	23.5	17.6	32.1
	50.0	87.5	14.3	40.0	17.6	
	1.9	13.2	3.8	7.5	5.7	
COLUMN TOTAL	2	16	14	10	17	53
	3.8	30.2	26.4	18.9	32.1	100.0

NUMBER OF MISSING OBSERVATIONS = 15

At times parents come to school half crazed to beat up a child of another family because the children of both families had a fight.

(F076.9% N44.2%)

Section Rank 25
Overall Rank 132

X081	Y081 -0	NEED HELP 2.00	WOULD LIKE HELP 3.00	PROBABLY CAPABLE 5.00	PRESENTLY CAPABLE 6.00	ROW TOTAL
NEVER 4.00	4 33.3 100.0 7.7	0 0 0 0	2 16.7 10.5 3.8	3 25.0 23.1 5.8	3 25.0 25.0 5.8	12 23.1
OCASIONALLY 5.00	0 0 0 0	2 6.5 50.0 3.8	12 38.7 63.2 23.1	9 29.0 69.2 17.3	8 25.8 66.7 15.4	31 59.6
FREQUENTLY 6.00	0 0 0 0	2 22.2 50.0 3.8	5 55.6 26.3 9.6	1 11.1 7.7 1.9	1 11.1 8.3 1.9	9 17.3
COLUMN TOTAL	4 7.7	4 7.7	19 36.5	13 25.0	12 23.1	52 100.0

NUMBER OF MISSING OBSERVATIONS = 16

Large groups (more than three children) are difficult to handle in reading or math because of their attention span and it seems hard for them to take turns. This makes reading and math an all day job because of the small groups.

(F074.0% N44.0%)

Section Rank 26
Overall Rank 138

Y022	Y022 -0	NEED HELP 2.00	WOULD LIKE HELP 3.00	PROBABLY CAPABLE 5.00	PRESENTLY CAPABLE 6.00	ROW TOTAL
NEVER 4.00	1 7.7 50.0 2.0	1 7.7 11.1 2.0	1 7.7 7.7 2.0	3 23.1 25.0 6.0	7 53.8 50.0 14.0	13 26.0
OCASIONALLY 5.00	0 0 0 0	2 9.1 22.2 4.0	7 31.8 53.8 14.0	8 36.4 66.7 16.0	5 22.7 35.7 10.0	22 44.0
FREQUENTLY 6.00	1 6.7 50.0 2.0	6 40.0 66.7 12.0	5 33.3 38.5 10.0	1 6.7 8.3 2.0	2 13.3 14.3 4.0	15 30.0
COLUMN TOTAL	2 4.0	9 18.0	13 26.0	12 24.0	14 28.0	50 100.0

NUMBER OF MISSING OBSERVATIONS = 18

Low motivation for self development: Too large a class. Various levels in one class. Disciplinary problems.

(F085.7% N42.9%)

Section Rank 27
Overall Rank 145

X226	Y226	NEED HELP	WOULD LIKE HELP	PROBABLY CAPABLE	PRESENTLY CAPABLE	ROW TOTAL
0		1 / 100.0 / 50.0 / 1.8	0 / 0 / 0 / 0	0 / 0 / 0 / 0	0 / 0 / 0 / 0	1 / 1.8
NEVER 4.00		0 / 0 / 0 / 0	1 / 14.3 / 11.1 / 1.8	2 / 28.5 / 13.3 / 3.6	4 / 57.1 / 25.0 / 7.1	7 / 12.5
OCASIONALLY 5.00		1 / 4.5 / 50.0 / 1.8	0 / 0 / 0 / 0	6 / 27.3 / 40.0 / 10.7	6 / 27.3 / 37.5 / 10.7	22 / 39.3
FREQUENTLY 6.00		0 / 0 / 0 / 0	8 / 30.8 / 88.9 / 14.3	7 / 26.9 / 46.7 / 12.5	5 / 19.2 / 31.3 / 8.9	26 / 46.4
COLUMN TOTAL		2 / 3.6	9 / 16.1	15 / 26.8	14 / 25.0	16 / 28.6	56 / 100.0

NUMBER OF MISSING OBSERVATIONS = 12

There has been trouble in the neighborhood between some children. The whole family comes to school and demands that the children be disciplined right then and there!

(F068.1% N38.3%)

Section Rank 28
Overall Rank 160

X104	Y104	NEED HELP	WOULD LIKE HELP	PROBABLY CAPABLE	PRESENTLY CAPABLE	ROW TOTAL
NEVER 4.00		3 / 20.0 / 100.0 / 6.4	0 / 0 / 0 / 0	3 / 20.0 / 27.3 / 6.4	5 / 33.3 / 38.5 / 10.6	4 / 26.7 / 30.8 / 8.5	15 / 31.9
OCASIONALLY 5.00		0 / 0 / 0 / 0	1 / 4.2 / 14.3 / 2.1	6 / 25.0 / 54.5 / 12.8	8 / 33.3 / 61.5 / 17.0	9 / 37.5 / 69.2 / 19.1	24 / 51.1
FREQUENTLY 6.00		0 / 0 / 0 / 0	6 / 75.0 / 85.7 / 12.8	2 / 25.0 / 18.2 / 4.3	0 / 0 / 0 / 0	0 / 0 / 0 / 0	8 / 17.0
COLUMN TOTAL		3 / 6.4	7 / 14.9	11 / 23.4	13 / 27.7	13 / 27.7	47 / 100.0

NUMBER OF MISSING OBSERVATIONS = 21

I found the average bilinguals did worse academically than English speaking students.

(F085.0% N37.5%)

Section Rank 29
Overall Rank 166

X217	Y217	NEED HELP -0	NEED HELP 2.00	WOULD LIKE HELP 3.00	PROBABLY CAPABLE 5.00	PRESENTLY CAPABLE 6.00	ROW TOTAL
NEVER	-0	3 100.0 50.0 7.5	0 0 0 0	0 0 0 0	0 0 0 0	0 0 0 0	3 7.5
	4.00	1 33.3 16.7 2.5	0 0 0 0	0 0 0 0	1 33.3 11.1 2.5	1 33.3 10.0 2.5	3 7.5
OCASIONALLY	5.00	2 7.7 33.3 5.0	2 7.7 40.0 5.0	7 26.9 70.0 17.5	8 30.8 88.9 20.0	7 26.9 70.0 17.5	26 65.0
FREQUENTLY	6.00	0 0 0 0	3 37.5 60.0 7.5	3 37.5 30.0 7.5	0 0 0 0	2 25.0 20.0 5.0	8 20.0
	COLUMN TOTAL	6 15.0	5 12.5	10 25.0	9 22.5	10 25.0	40 100.0

NUMBER OF MISSING OBSERVATIONS = 28

The majority of the children have a very short attention span.

(F077.6% N34.5%)

Section Rank 30
Overall Rank 182

X020	Y020	NEED HELP -0	NEED HELP 2.00	WOULD LIKE HELP 3.00	PROBABLY CAPABLE 5.00	PRESENTLY CAPABLE 6.00	ROW TOTAL
NEVER	-0	3 42.9 37.5 5.2	1 14.3 9.1 1.7	1 14.3 11.1 1.7	1 14.3 5.9 1.7	1 14.3 7.7 1.7	7 12.1
	4.00	0 0 0 0	0 0 0 0	0 0 0 0	3 50.0 17.6 5.2	3 50.0 23.1 5.2	6 10.3
OCASIONALLY	5.00	2 9.1 25.0 3.4	2 9.1 18.2 3.4	3 13.6 33.3 5.2	10 45.5 58.8 17.2	5 22.7 38.5 8.6	22 37.9
FREQUENTLY	6.00	3 13.0 37.5 5.2	3 34.8 72.7 13.8	5 21.7 55.6 8.6	3 13.0 17.6 5.2	4 17.4 30.8 6.9	23 39.7
	COLUMN TOTAL	8 13.8	11 19.0	9 15.5	17 29.3	13 22.4	58 100.0

NUMBER OF MISSING OBSERVATIONS = 10

The activity of the child: Spanish children seem to act out more, showing a lack of self-control. They really enjoy banging pencils, tapping feet and generally are not disturbed by a noisy room. They also scream out over the noise creating more confusion.

(F088.6% N32.8%)

Section Rank 31
Overall Rank 185

X059	Y059 -.00	NEED HELP 2.00	WOULD LIKE HELP 3.00	PROBABLY CAPABLE 5.00	PRESENTLY CAPABLE 6.00	ROW TOTAL
-.0	1 100.0 20.0 1.6	0 0 0 0	0 0 0 0	0 0 0 0	0 0 0 0	1 1.6
NEVER 4.00	1 16.7 20.0 1.6	0 0 0 0	1 16.7 7.7 1.6	0 0 0 0	4 66.7 19.0 6.6	6 9.8
OCASIONALLY 5.00	1 3.7 20.0 1.6	0 0 0 0	8 29.6 61.5 13.1	9 33.3 60.0 14.8	9 33.3 42.9 14.8	27 44.3
FREQUENTLY 6.00	2 7.4 40.0 3.3	7 25.9 100.0 11.5	4 14.8 30.8 6.6	6 22.2 40.0 9.8	8 29.6 38.1 13.1	27 44.3
COLUMN TOTAL	5 8.2	7 11.5	13 21.3	15 24.6	21 34.4	61 100.0

NUMBER OF MISSING OBSERVATIONS = 7

Lack of effective discipline measures; students refuse to stay for "detention".

(F071.7% N32.1%)

Section Rank 32
Overall Rank 189

X175	Y175 -.00	NEED HELP 2.00	WOULD LIKE HELP 3.00	PROBABLY CAPABLE 5.00	PRESENTLY CAPABLE 6.00	ROW TOTAL
-.0	1 100.0 33.3 1.9	0 0 0 0	0 0 0 0	0 0 0 0	0 0 0 0	1 1.9
NEVER 4.00	2 14.3 66.7 3.8	0 0 0 0	3 21.4 27.3 5.7	2 14.3 18.2 3.8	7 50.0 31.8 13.2	14 26.4
OCASIONALLY 5.00	0 0 0 0	1 3.7 16.7 1.9	4 14.8 36.4 7.5	8 29.6 72.7 15.1	14 51.9 63.6 26.4	27 50.9
FREQUENTLY 6.00	0 0 0 0	5 45.5 83.3 9.4	4 36.4 36.4 7.5	1 9.1 9.1 1.9	1 9.1 4.5 1.9	11 20.8
COLUMN TOTAL	3 5.7	6 11.3	11 20.8	11 20.8	22 41.5	53 100.0

NUMBER OF MISSING OBSERVATIONS = 15

The boys are almost exact opposites of the girls. They are very disinterested; they tend to be rude; they do very little work; they talk among themselves and attempt to dissuade others from doing their work; they refuse to bring their books, pencils, paper, etc.

(F077.8% N29.6%)

Section Rank 33
Overall Rank 196

X214 \ Y214	NEED HELP (-0)	NEED HELP (2.00)	WOULD LIKE HELP (3.00)	PROBABLY CAPABLE (5.00)	PRESENTLY CAPABLE (6.00)	ROW TOTAL
-0	1 100.0 100.0 1.9	0 0 0 0	0 0 0 0	0 0 0 0	0 0 0 0	1 1.9
4.00 NEVER	0 0 0 0	0 0 0 0	1 9.1 16.7 1.9	6 54.5 33.3 11.1	4 36.4 21.1 7.4	11 20.4
5.00 OCASIONALLY	0 0 0 0	2 [illegible] [illegible] 3.7	2 6.7 33.3 3.7	9 30.0 50.0 16.7	10 43.5 52.6 18.5	23 42.6
6.00 FREQUENTLY	0 0 0 0	8 42.1 80.0 14.8	3 15.8 50.0 5.6	3 15.8 16.7 5.6	5 26.3 26.3 9.3	19 35.2
COLUMN TOTAL	1 1.9	12 18.5	6 11.1	18 33.3	19 35.2	54 100.0

NUMBER OF MISSING OBSERVATIONS = 14

There are too many interruptions. People are always coming and going. (Example: Parents come in without warning.)

(F081.8% N29.1%)

Section Rank 34
Overall Rank 199

X074 \ Y074	NEED HELP (-0)	NEED HELP (2.00)	WOULD LIKE HELP (3.00)	PROBABLY CAPABLE (5.00)	PRESENTLY CAPABLE (6.00)	ROW TOTAL
4.00 NEVER	2 20.0 100.0 3.6	0 0 0 0	1 10.0 11.1 1.8	2 20.0 16.7 3.6	5 50.0 29.4 9.1	10 18.2
5.00 OCASIONALLY	0 0 0 0	3 3.3 14.3 1.8	4 13.3 44.4 7.3	17 56.7 85.0 30.9	8 26.7 47.1 14.5	30 54.5
6.00 FREQUENTLY	0 0 0 0	6 40.0 85.7 10.9	4 26.7 44.4 7.3	1 6.7 5.0 1.8	4 26.7 23.5 7.3	15 27.3
COLUMN TOTAL	2 3.6	7 12.7	9 16.4	20 36.4	17 30.9	55 100.0

NUMBER OF MISSING OBSERVATIONS = 13

Parents in the halls, an hour before close of school, waiting for children.

(F075.5% N28.4)

Section Rank 35
Overall Rank 201

X106	Y106 -0	2.00	3.00	5.00	6.00	ROW TOTAL
NEVER 4.00	2 16.7 66.7 4.1	0 0.0 0.0 0.0	2 16.7 28.6 4.1	5 41.7 31.3 10.2	3 25.0 20.0 6.1	12 24.5
OCASIONALLY 5.00	1 4.5 33.3 2.0	0 0.0 0.0 0.0	2 9.1 28.6 4.1	9 40.9 56.3 18.4	10 45.5 66.7 20.4	22 44.9
FREQUENTLY 6.00	0 0.0 0.0 0.0	8 53.3 100.0 16.3	3 20.0 42.9 6.1	2 13.3 12.5 4.1	2 13.3 13.3 4.1	15 30.6
COLUMN TOTAL	3 6.1	8 16.3	7 14.3	16 32.7	15 30.6	49 100.0

NUMBER OF MISSING OBSERVATIONS = 19

There are, in bilingual classrooms, students with a lack of interest in continuing their education. These groups have been left behind and been dragged through so many years that now they can't cope and adapt to their new class environment.

(F021.4% N14.2%)

Section Rank 36
Overall Rank 231

X179	Y179 -0	2.00	3.00	5.00	6.00	ROW TOTAL
NEVER 4.00	19 90.5 95.0 67.9	1 4.8 50.0 3.6	0 0.0 0.0 0.0	0 0.0 0.0 0.0	1 4.8 50.0 3.6	21 75.0
OCASIONALLY 5.00	1 100.0 4.8 3.6	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	1 3.6
FREQUENTLY 6.00	1 50.0 4.8 3.6	0 0.0 0.0 0.0	1 50.0 50.0 3.6	0 0.0 0.0 0.0	0 0.0 0.0 0.0	2 7.1
COLUMN TOTAL	21 75.0	2 7.1	2 7.1	1 3.6	2 7.1	28 100.0

NUMBER OF MISSING OBSERVATIONS = 40

Consultant Analysis

One last important example characteristic of the teachers' misunderstanding of both class and cultural difference is the manner in which parents relate to school. The Holyoke teachers, as others have done in the past in Puerto Rico and the United States, complain of the lack of interest that parents have in school and its activities, and their children's academic achievement and school behavior. Twelve statements in this section (011, 017, 045, 049, 065, 068, 069, 073, 084, 135, 138, and 142) illustrate this concern. Particularly striking and clear are 069, 084, and 142. On the other hand, these same teachers miss the opportunity to relate to the parents, when in their own style the parents approach the school. The following statements portray magnificently this situation:

> There are too many interruptions. People are always coming and going. (Example: Parents come in without warning.) (074)
>
> There has been trouble in the neighborhood between some children. The whole family comes to school and demands that the children be disciplined right then and there! (104)
>
> Parents in halls, an hour before close of school, waiting for children. (106)

Parents do come to school, what happens is that they do it in a way that does not correspond to the teachers expectations. The following statement dramatizes the conflict of perceptions --

> Some parents constantly coming to school, not to see the teacher but to stand in the dorrway and watch their child. This is very annoying and disrupts the class. (134) (Emphasis added by consultants.)

Could these parents be the same that are accused of not being interested in their child's performance in school? But as with

other situations analyzed in this report, some teachers do seem to perceive correctly the difference. The following statement suggests a certain degree of understanding and sensitivity.

> Teachers are more often than not terribly apprehensive when Spanish-speaking parents come unannounced to their classes. Due to the language barrier and the differences in their values and mores, a liason between the school and the community should be afforded the school in the hope that a more harmonious relationship and a concerted effort be made to deal with the real important issues. (190)

Elaboration and Conclusions

One thing can be said with a degree of certainty about the teacher statements included in this last section: The teachers constantly use such statements to describe their relations with the Spanish-speaking parents. The frequency with which teachers responded that these statements were descriptive of what they face as they try to relate with the homes of the children in one case reached 100% ("no motivation from home"). Five other statements surpassed the 90% frequency level: "illiterate parents" (92.2%), "no way of reaching parents" (92.3%), "parents forcing children to stay home" (94.1%), "no help given at home" (94.3%), and "absenteeism" (96.4%). The consultants have pointed out that these problems cannot be explained by referring to "class" or to "culture," and since the parents do, in fact, come to school quite frequently, it is not as simple as blaming the parents for the existence of the problem. One major teacher problem immediately becomes visible: teachers explain the poor communication betwee school-home relations by focusing on what they perceive to be deficiencies in the parents. A number of teachers describe their contacts with parents as disruptive and annoying, and proceed to attribute the sources of the problem to the parents "being Puerto Rican" or to their "being in low class." By noting that "parents do come to school," however, the consultants have raised questions not about the parents, but about the teachers. If parents frequent the school -- a sure sign of some type of motivation -- then it is logically impossible to conclude that there is "no motivation from home." If parents come to school to see their own children (for whatever reason), it can hardly be said that the parents take no interest

in their children. The consultants have raised the possibility that it may indeed by the teacher's perceptions and skills in dealing with the home that are causing the disturbance and lack of cooperation.

The interviews support and provide elaboration on the consultant's observation that at least part of the focus must be placed on what the teachers do when the parents come to the school, and upon what the teachers miss under present conditions. Teachers interviewed from Profile #3, who have talked in Spanish with parents about the problems that parents face with the schooling process, report that parents have a strong sense of futility about going through proper channels, since their experience tells them that office personnel will not be able to understand what they want when they call or visit. Instead, in the cases where there are Spanish-speaking teachers in the classroom, they find it much more profitable to go directly to the teachers. At other times, the parents sense a futility in going to talk to the teachers, since they do not expect that they will be able to make themselves understood there either. Documenting parental perceptions with the school and their problems with their children's schooling have been beyond the scope of this study, but this cluster, and the conclusions drawn from it, point out the necessity of further research into the parents' perceptions and expectations concerning the schools in Holyoke.

It follows logically from this section that Holyoke teachers have two needs, one dealing with the forms of socio-economic analysis they make, and the other dealing with parental relations. Teachers must be able to focus on their own responses to parents, analyzing their own expectations, and teachers must be able to gain clarity about the expectations that parents demonstrate in their coming and going.

While the language barrier may be one major obstacle to a "healthy communication" between home and school, the consultant's observations that there are "two styles" or "two sets of expectations" operating between parents and teachers suggest that there are more proximate, short-ranged pieces of work to be done. No institution, which requires a high degree of cooperation with family members, as the school does, can afford to leave the problems unresolved. In schools where 46 out of 68 teachers rank "How to work with Spanish-speaking parents and community" as the 9th most important need (no teacher reported this item as "unimportant"), the certainty of the need stands out critically.

PERSPECTIVE AND CONCLUSION

PERSPECTIVE AND CONCLUSION

The Project has conducted a needs assessment. Using a variety of tools, it has mapped the most important features of the landscape for those in Holyoke who are interested in conducting preservice teacher education. The Report surveys the teacher needs that became prominent during the needs assessment, and thereby provides several foci for thinking about teacher education programs. The purpose of this last section is to call attention to the points of departure from which people involved in teacher education can respond to the needs of the Holyoke teachers.

1) The Report delineates the general characteristics of the Holyoke teacher population, noting demographically the characteristics of teachers who will most likely serve as the clientele of the teacher education programs. Besides the general characteristics, the Report further elaborates upon the attitudes and interests of the teachers by drawing out three major profiles in order that individual differences among teachers might be taken into account for training purposes.

2) The Report calls attention to the discrepancy between what teachers have come to expect in their classrooms and what they find when they actually begin teaching in the classrooms where there are differing languages and cultures. It documents <u>what teachers expect</u> and <u>what teachers find</u>, weighting all statements statistically in order to note the most crucial points of discrepancy. The Report

suggests that helping teachers overcome the discrepancy, and thereby to respond more positively to their classrooms is one starting point from which teacher education can proceed.

3) The Project points out five (5) major clusters where teachers note their greatest frustration. Drawing on sociological and psychological criteria, and additional techniques, the Study weights and elaborates upon each of these major clusters in order to direct training programs to the places where teachers' preparation is most noticably lacking.

4) In addition, the Report includes numerous statistical tables (see Appendices D and E) which indicate how teachers prioritize their needs, thereby pointing out feasible priorities for setting up teacher education programs.

APPENDIX A

Instrument #1

Instrument #1

1. Name _____ 2. Sex: ___M ___F

3. Holyoke School where presently teaching _____

4. Grade(s) presently teaching _____

5. Subject(s) presently teaching _____

_____

6. On your last attendance to college, indicate:

Degree _____

Area, Field or Major _____

Name of College _____

Year _____

7. Do you hold a teaching certificate at present?

___Yes ___No

8. If you have a certificate, and it is from the Commonwealth of Massachusetts, what areas does it include? (Check all that apply.)

___Elementary
___Secondary-English
___Secondary-History
___Secondary-Geography
___Secondary-Social Studies
___Secondary-Mathematics
___Secondary-Chemistry
___Secondary-Physics
___Secondary-Biology
___Secondary-General Science
___Secondary-Earth Science
___Secondary-French
___Secondary-German
___Secondary-Spanish
___Secondary-Italian
___Secondary-Russian
___Secondary-Polish
___Secondary-Portuguese
___Secondary-Other Modern Language
___Secondary-Latin
___Secondary-Greek
___Special Subject Teacher-Health & Physical Education
___Special Subject Teacher-Health
___Special Subject Teacher-Business Subjects

___Special Subject Teacher-Home Economics
___Special Subject Teacher-Industrial Arts
___Special Subject Teacher-Reading
___Special Subject Teacher-Art
___Special Subject Teacher-Music
___Special Subject Teacher-Speech
___Special Subject Teacher-Driver Education
___Audio-Visual Media Specialist
___Teacher-Special Class
___Teacher-Speech & Hearing Handicapped
___Teacher of the Deaf

9. How many years have you been a teacher, as of May, 1975?

___1 - 3 years
___4 - 5 years
___6 - 9 years
___10 - 15 years
___16 - 20 years
___Over 20 years

10. Do you presently have in your classroom(s) students whose first language is other than English?

___Yes ___No ___Do not know

11. If yes, in how many classes or groups?

___in one class/group only
___in two classes
___in three
___in four
___in five
___in six
___in seven

12. How many students per class do you have whose first language is other than English? (Please include all students in each class, even though some students attend more than one class.)

Class # 1 _____
Class # 2 _____
Class # 3 _____
Class # 4 _____
Class # 5 _____
Class # 6 _____
Class # 7 _____

13. What languages do these students have as their first language?

___English
___Spanish
___French
___German
___Portuguese
___Italian
___Russian
___Greek
___Polish
___Chinese
___Other _____

14. In your opinion, how many of the students whose first language is other than English also communicate effectively in classes in English?

___over 90%
___from 65% to 89%
___from 30% to 64%
___from 1% to 29%
___none

15. Do you consider yourself to be a member of an ethnic group?

___Yes ___No

16. If yes, which? _____

17. Do you consider yourself to be bilingual?

___Yes ___No

18. In what language(s) can you converse? (Check all that apply)

___English
___Spanish
___French
___German
___Portuguese
___Italian
___Russian
___Greek
___Polish
___Chinese
___Other_____

19. In what language(s) can you teach subject matter? (Check all that apply.)

___English
___Spanish
___French
___German
___Portuguese
___Italian
___Russian
___Greek
___Polish
___Chinese
___Other _____

20. What language(s) have you studied formally? (Check all that apply.)

___English
___Spanish
___French
___German
___Portuguese
___Italian
___Russian
___Greek
___Polish
___Chinese
___Other_____

21. If you consider yourself bilingual, do you consider the second language beneficial to your job performance?

___Yes ___No ___Do not know

22. If you do not consider yourself bilingual, do you feel you could perform more satisfactorily in your job if you were bilingual?

___Yes ___No ___Do not know

23. Have you had professional training in bilingual education?

___Yes ___No

24. If yes, how did you receive that training? (Check all that apply)

___Degree in Bilingual Education
___University undergraduate courses
___University graduate courses
___Degree in English as a Second Language
___In-service school district workshops
___Pre-service school district workshops
___School district/university consultant workshops
___Other (please specify) _____

25. What were your reasons for receiving professional training in Bilingual Education?

___required by school district to keep a job
___in order to qualify for a particular position
___to meet immediate needs in the classroom
___personal interest

26. There are a number of places where people have experiences of differing languages. If you have had experience in any of the following areas, check all that apply, and indicate the number of years.

___previous teaching experience in any language other than English ___years
___Government administration ___years
___Peace Corps ___years
___ASPIRA ___years
___Vista ___years
___American Schools Overseas ___years
___Other _____ ___years
___not applicable to my situation

27. Optional

Listed below are several statements about bilingual situations. Whether or not you consider yourself bilingual, and whether or not you deal with bilingual children, please indicate your response to each of these statements. The question is optional.

Check # 5, if you strongly agree # 4, if you agree # 3, if you are undecided # 2, if you disagree # 1, if you strongly disagree	Strongly agree	Agree	Undecided	Disagree	Strongly Disagree
	5	4	3	2	1
a-Teachers with no ability in a second language should not teach in bilingual programs					
b-Only Puerto Ricans should teach Puerto Ricans, only Mexicans, Mexicans, etc.					
c-Materials prepared for the teaching of one ethnic group should not be used to teach a second ethnic group					
d-Monolingual children tend to be less creative than bilingual children					
e-Bilingual children do not have any more difficulty learning than monolingual children					
f-Children from bilingual homes are motivated to learn					
g-Bilingual children should be evaluated with standardized tests originally designed for monolingual children					
h-Nonverbal tests should be used in assessing the abilities of bilingual children					
i-Good bilingual training should be cross-disciplinary					
j-Teachers should be prepared to teach all children in a similar fashion					

APPENDIX B

Instrument #2

Intrument #2

Rating of Needs

Rank

234

Here is a list of needs, handed in at the May 15th meeting of the BIL/ESL teachers. Depending on the teacher, they are of relative importance.

Please weigh each item, using the scale provided.

Of the ones which you check "most important," rank them in the second column in order of priority. Rank only the top ten items that you consider essential to improving your capability for teaching Spanish-speaking children.

If you want to add to this list, place additional needs on the blank pages at the end.

	1- Unimportant	2- Marginal Importance	3- Average Importance	4- Moderate Importance	5- Most Important		PRIORITY/ "MOST IMPORTANT"
1. How to deal with multiple social differences of the children in my classroom.	*	*	*	*	*		*
2. How to deal with multiple cultural differences of the children in my classroom.	*	*	*	*	*		*
3. How to work with parents and community in general.	*	*	*	*	*		*
4. How to work with Spanish-speaking parents and community.	*	*	*	*	*		*
5. How to handle discipline problems in the classroom.	*	*	*	*	*		*
6. How to handle discipline problems outside the classroom.	*	*	*	*	*		*
7. How to group students in the classroom.	*	*	*	*	*		*
8. How to team-teach.	*	*	*	*	*		*
9. How to provide individualized instruction.	*	*	*	*	*		*
0. How to motivate students.	*	*	*	*	*		*

Here is a list of needs, handed in at the May 15th meeting of the BIL/ESL teachers. Depending on the teacher, they are of relative importance.

Please weigh each item, using the scale provided.

Of the ones which you check "most important," rank them in the second column in order of priority. Rank only the top ten items that you consider essential to improving your capability for teaching Spanish-speaking children.

If you want to add to this list, place additional needs on the blank pages at the end.

	Rating of Needs					Rank
	1- Unimportant	2- Marginal Importance	3- Average Importance	4- Moderate Importance	5- Most Important	PRIORITY/ "MOST IMPORTANT"
11. How to diagnose students' needs.	*	*	*	*	*	*
12. How to prescribe learning experiences for children based on diagnostics.	*	*	*	*	*	*
13. How to teach to read English.	*	*	*	*	*	*
14. How to teach to read Spanish.	*	*	*	*	*	*
15. How to provide remedial reading in English.	*	*	*	*	*	*
16. How to provide remedial reading in Spanish.	*	*	*	*	*	*
17. How to provide remedial teaching in all subjects.	*	*	*	*	*	*
18. How to find new materials for students.	*	*	*	*	*	*
19. How to develop appropriate materials for students.	*	*	*	*	*	*
20. How to adapt materials to the classroom situation.	*	*	*	*	*	*

236

Here is a list of needs, handed in at the May 15th meeting of the BIL/ESL teachers. Depending on the teacher, they are of relative importance. Please weigh each item, using the scale provided. Of the ones which you check "most important," rank them in the second column in order of priority. Rank only the top ten items that you consider essential to improving your capability for teaching Spanish-speaking children. If you want to add to this list, place additional needs on the blank pages at the end.	Rating of Needs 1- Unimportant	2- Marginal Importance	3- Average Importance	4- Moderate Importance	5- Most Important		Rank PRIORITY/ "MOST IMPORTANT"
21. How to evaluate children, in general.	*	*	*	*	*		*
22. How to evaluate children who are not up to their grade level, but working well where they are placed.	*	*	*	*	*		*
23. How to instill self-discipline in students.	*	*	*	*	*		*
24. How to design and develop inter-cultural activities to attract parents to school.	*	*	*	*	*		*
25. A city-wide standard curriculum for Spanish-speaking children sequential in nature.	*	*	*	*	*		*
26. The opportunity to see the fruits of my efforts as a teacher.	*	*	*	*	*		*
27. The opportunity to share ideas with other teachers having similar problems.	*	*	*	*	*		*
28. The opportunity to learn more English.	*	*	*	*	*		*
29. The opportunity to learn more Spanish.	*	*	*	*	*		*
30. General teaching skills.	*	*	*	*	*		*

Here is a list of needs, handed in at the May 15th meeting of the BIL/ESL teachers. Depending on the teacher, they are of relative importance.

Please weigh each item, using the scale provided.

Of the ones which you check "most important," rank them in the second column in order of priority. Rank only the top ten items that you consider essential to improving your capability for teaching Spanish-speaking children.

If you want to add to this list, place additional needs on the blank pages at the end.

	Rating of Needs					Rank
	1- Unimportant	2- Marginal Importance	3- Average Importance	4- Moderate Importance	5- Most Important	PRIORITY/ "MOST IMPORTANT"
31. General classroom management techniques.	*	*	*	*	*	*
32. Knowledge of testing and evaluation methodis with implications for the Spanish-speaking children.	*	*	*	*	*	*
33. Testing and evaluation services of all kinds in Spanish.	*	*	*	*	*	*
34. More Spanish speaking supporting services personnel.	*	*	*	*	*	*
35. Full time Spanish-speaking teachers to instruct Spanish-speaking children.	*	*	*	*	*	*
36. A course on Puerto Rican history.	*	*	*	*	*	*
37. A course on Puerto Rican culture.	*	*	*	*	*	*
38. A course on student-teachers relations in Puerto Rico.	*	*	*	*	*	*
39. Availability of materials of all kinds in Spanish.	*	*	*	*	*	*
40. More flexibility as a teacher.	*	*	*	*	*	*

Here is a list of needs, handed in at the May 15th meeting of the BIL/ESL teachers. Depending on the teacher, they are of relative importance.

Please weigh each item, using the scale provided.

Of the ones which you check "most important," rank them in the second column in order of priority. Rank only the top ten items that you consider essential to improving your capability for teaching Spanish-speaking children.

If you want to add to this list, place additional needs on the blank pages at the end.

	Rating of Needs					Rank
	1- Unimportant	2- Marginal Importance	3- Average Importance	4- Moderate Importance	5- Most Important	PRIORITY/ "MOST IMPORTANT"
41. Be on my own, with no other teacher in my classroom.	*	*	*	*	*	*
42. Smaller classes.	*	*	*	*	*	*
43. Longer class periods.	*	*	*	*	*	*
44. Less teachers teaching a group per day.	*	*	*	*	*	*
45. The opportunity to select our teacher partner.	*	*	*	*	*	*
46. Only one grade per class.	*	*	*	*	*	*
47. A thorough knowledge of what is happening in other grades and schools with bilingual education.	*	*	*	*	*	*
48. A better attitude toward Spanish-speaking children and community.	*	*	*	*	*	*

APPENDIX C

Instrument #3

Each item listed below represents what one teacher in your school faces in his/her classroom. How frequently do you face that situation? Assess your present capability for dealing with it. Check appropriate columns at right.	Frequency				Present Capability				
	Frequently	Occasionally	Never	Not Understandable	Presently Capable	Probably Capable	Undecided	Would like help	Need help
1. Lack of language homogeneity. There are no books that can be used in common for homeroom classes such as history, health, science, spelling. This is because some of the children read no English and others read no Spanish. Some read English very well and some read Spanish very well. This situation provides for a very difficult teaching situation.	*	*	*	*	*	*	*	*	*
2. Mobility of students: It seems that the puerto-rican society is a very mobile one. There is much movement between the mainland and Puerto Rico. Cousins come to live with cousins adding to the classroom population size.	*	*	*	*	*	*	*	*	*
3. Some children cease coming to school one day and others in the class tell you they are in New York, or Hartford or Puerto Rico visiting for a month or two. If they return, they are well behind the other children in the classroom because they have not gone to school in the interim.	*	*	*	*	*	*	*	*	*
4. Some of our families live in Ward I for three months move to Ward II for three months, then return to Ward I. They don't always register in the correct school shortly after the move. Often they waste two to three weeks before registering. All this is time lost.	*	*	*	*	*	*	*	*	*
5. I have tried many different ways to present a new concept, but a few children are still having trouble because they do not understand enough English. About the only thing left for me to do is to let some other children explain the concept in Spanish.	*	*	*	*	*	*	*	*	*
6. Since the parents speak very little, or no English, it is extremely difficult to tell the parents what the child has done. A Spanish speaking person must translate.	*	*	*	*	*	*	*	*	*

CAMPILE INSTRUMENT #3

APPENDIX D

Teacher Statements of Need (rank ordered)

TEACHER STATEMENTS OF NEED

(Rank Ordered in Terms of Importance)

Need	5-Most	4-Mod	3-Ave	2-Marg	1-Unimp	No Resp	Mean	S.D.
1 How to diagnose students' needs.	37	21	5	1	2	2	4.364	.922
2 How to instill self-discipline in students.	34	22	8	1	1	2	4.318	.862
3 How to motivate students.	36	16	9	1	3	2	4.273	1.075
4 How to handle discipline problems in the classroom.	33	17	11	3	1	2	4.227	1.005
5 A city-wide standard curriculum for Spanish-speaking children, sequential in nature.	27	21	6	7	1	4	4.125	1.106
6 A better attitude toward Spanish-speaking children and community.	25	21	9	3	2	7	4.098	1.060
7 How to prescribe learning experiences for children based on diagnostics.	26	21	11	5	1	2	4.091	1.063
8 How to adapt materials to the classroom situation.	23	19	15	1	1	9	4.051	.936
9 How to work with Spanish-speaking parents and community.	25	21	16	4	-	1	4.045	.960
10 How to develop appropriate materials for students.	23	25	14	2	1	3	4.031	.918

TEACHER STATEMENTS OF NEED

Need	5-Most	4-Mod	3-Ave	2-Marg	1-Unimp	No Resp	MMean	S.D.
11 Testing and evaluation services of all kinds in Spanish.	29	20	8	7	2	2	4.015	1.130
12 More Spanish-speaking supporting services personnel.	31	15	10	4	5	2	4.000	1.277
13 Knowledge of testing and evaluation methods with implications for the Spanish-speaking children.	24	25	10	6	1	2	3.985	1.015
14 How to provide individualized instruction.	31	14	12	2	7	1	3.940	1.336
15 How to evaluate children who are not up to their grade level, but working well where they are placed.	15	29	14	3	2	4	3.875	1.031
16 How to evaluate children, in general.	17	26	17	3	2	3	3.815	.983
17 How to work with parents and community in general.	20	19	24	3	1	1	3.806	.973
18 A thorough knowledge of what is happening in other grades and schools with bilingual children.	18	21	15	5	3	5	3.778	1.142

TEACHER STATEMENTS OF NEED

Need	5-Most	4-Mod	3-Ave	2-Marg	1-Unimp	No Resp	Mean	S.D.
19 How to teach to read English.	24	16	15	3	7	2	3.758	1.325
20 Full time Spanish-speaking teachers to instruct Spanish-speaking children.	22	19	15	4	5	3	3.754	1.212
21 The opportunity to share ideas with other teachers having similar problems.	14	20	15	5	2	2	3.742	.982
22 How to find new materials for students.	18	22	16	6	3	3	3.708	1.114
23 How to design and develop intercultural activities to attract parents to school.	13	25	18	5	3	3	3.662	1.079
24 Availability of materials of all kinds in Spanish.	19	20	17	5	5	2	3.652	1.196
25 How to provide remedial teaching in all subjects.	15	23	14	9	6	2.	3.621	1.187
26 How to group students in the classroom.	23	13	14	9	6	2	3.621	1.367
27 How to deal with multiple cultural differences of the children in my classroom.	16	21	21	5	4	1	3.597	1.115

TEACHER STATEMENTS OF NEED

Need	5-Most	4-Mod	3-Ave	2-Marg	1-Unimp	No Resp	Mean	S.D.
28 General classroom management techniques.	18	18	18	7	5	2	3.561	1.217
29 The opportunity to see the fruits of my efforts as a teacher.	16	18	19	9	3	3	3.538	1.147
30 How to provide remedial reading in English.	17	23	12	4	9	3	3.538	1.324
31 Only one grade per class.	19	14	11	7	10	5	3.492	1.501
32 The opportunity to learn more Spanish.	19	16	12	6	11	2	3.485	1.491
33 Smaller classes.	20	15	15	8	8	2	3.470	1.361
34 General teaching skills.	14	18	19	6	7	4	3.406	1.244
35 How to teach to read Spanish.	16	16	18	3	11	3	3,400	1.401
36 How to deal with multiple social differences of the children in my classroom.	11	18	23	7	4	5	3.397	1.100
37 How to handle discipline problems outside the classroom.	12	21	18	11	4	2	3.394	1.149
38 How to provide remedial reading in Spanish.	14	18	19	3	11	2	3.364	1.366

TEACHER STATEMENTS OF NEED

Need	5-Most	4-Mod	3-Ave	2-Marg	1-Unimp	No Resp	Mean	S.D.
39 A course on Puerto Rican culture.	15	16	17	6	10	4	3.313	1.355
40 More flexibility as a teacher.	15	15	18	8	9	3	3.292	1.331
41 A course on Puerto Rican history.	12	17	17	8	12	2	3.136	1.357
42 Be on my own, with no other teacher in my classroom.	18	10	11	7	19	3	3.015	1.606
43 How to team-teach.	10	18	15	8	15	2	3.000	1.392
44 The opportunity to select our teaching partner.	11	14	11	10	17	5	2.873	1.476
45 A courseoon student-teacher relations in Puerto Rico.	5	19	15	10	17	2	2.773	1.322
46 Longer class periods.	9	11	15	11	19	3	2.692	1.413
47 The opportunity to learn more English.	5	13	12	5	29	2	2.485	1.542
48 Less teachers teaching a group per day.	7	7	10	15	22	7	2.377	1.380

APPENDIX E

Survey of Opinions on Ten Concerns in Bilingual Education

SURVEY OF OPINIONS ON TEN CONCERNS IN BILINGUAL EDUCATION

ITEM	STRONGLY AGREE	AGREE	UNDECIDED	STRONGLY DISAGREE	DISAGREE	BLANK	MEAN	STANDARD DEVIATION
Children from bilingual homes are motivated to learn.	4	7	15	12	2	28	2.975	1.050
Bilingual children should be evaluated with standardized tests originally designed for monolingual children.	1	1	2	21	22	21	1.681	.837
Nonverbal tests should be used in assessing the abilities of bilingual children.	5	14	12	12	3	22	3.130	1.128
Good bilingual training should be cross-disciplinary.	8	23	9	--	--	28	3.975	.660
Teachers should be prepared to teach all children in a similar fashion.	7	6	2	16	14	23	2.467	1.455

SURVEY OF OPINIONS ON TEN CONCERNS IN BILINGUAL EDUCATION

ITEM	STRONGLY AGREE	AGREE	UNDECIDED	STRONGLY DISAGREE	DISAGREE	BLANK	MEAN	STANDARD DEVIATION
Teachers with no ability in a second language should not teach in bilingual programs.	11	11	4	12	10	20	3.021	1.509
Only Puerto Ricans should teach Puerto Ricans, only Mexicans, Mexicans, etc.	1	--	2	19	26	20	1.563	.769
Materials prepared for the teaching of one ethnic group should not be used to teach a second ethnic group.	7	6	14	14	4	23	2.956	1.205
Monolingual children tend to be less creative than bilingual children.	1	--	11	16	19	21	1.894	.914
Bilingual children do not have any more difficulty learning than monolingual children.	9	16	7	10	4	22	3.348	1.269